

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Application for New Grants Under the Comprehensive Literacy State Development Program**

**CFDA # 84.371C**

**PR/Award # S371C200007**

**Grants.gov Tracking#: GRANT13119302**

OMB No. 1894-0006, Expiration Date: 01/31/2021

Closing Date: Jun 02, 2020

PR/Award # S371C200007

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

05/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

AZ

### 8. APPLICANT INFORMATION:

\* a. Legal Name:

Lori Masseur

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

\* c. Organizational DUNS:

d. Address:

\* Street1:

1535 W. Jefferson St. Bin #15

Street2:

\* City:

Phoenix

County/Parish:

Choose State...

\* State:

AZ: Arizona

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

85007-3209

e. Organizational Unit:

Department Name:

Education, Arizona Department

Division Name:

Early Childhood Education Unit

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

\* First Name:

Kate

Middle Name:

\* Last Name:

Wright

Suffix:

Title:

Associate Superintendent

Organizational Affiliation:

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S371C200007

## Application for Federal Assistance SF-424

### \* 9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

### \* 10. Name of Federal Agency:

Department of Education

### 11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-040320-001

\* Title:

Office of Elementary and Secondary Education (OESE): Comprehensive Literacy State Development (CLSD) Program CFDA Number 84.371C

### 13. Competition Identification Number:

84-371C2020-1

Title:

Application for New Grants Under the Comprehensive Literacy State Development Program

### 14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

### \* 15. Descriptive Title of Applicant's Project:

Arizona's Collaborative CLSD application to improve language and literacy outcome for vulnerable populations in opportunity zones and/or high needs communities

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):****\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☒ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Lori Masseur

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

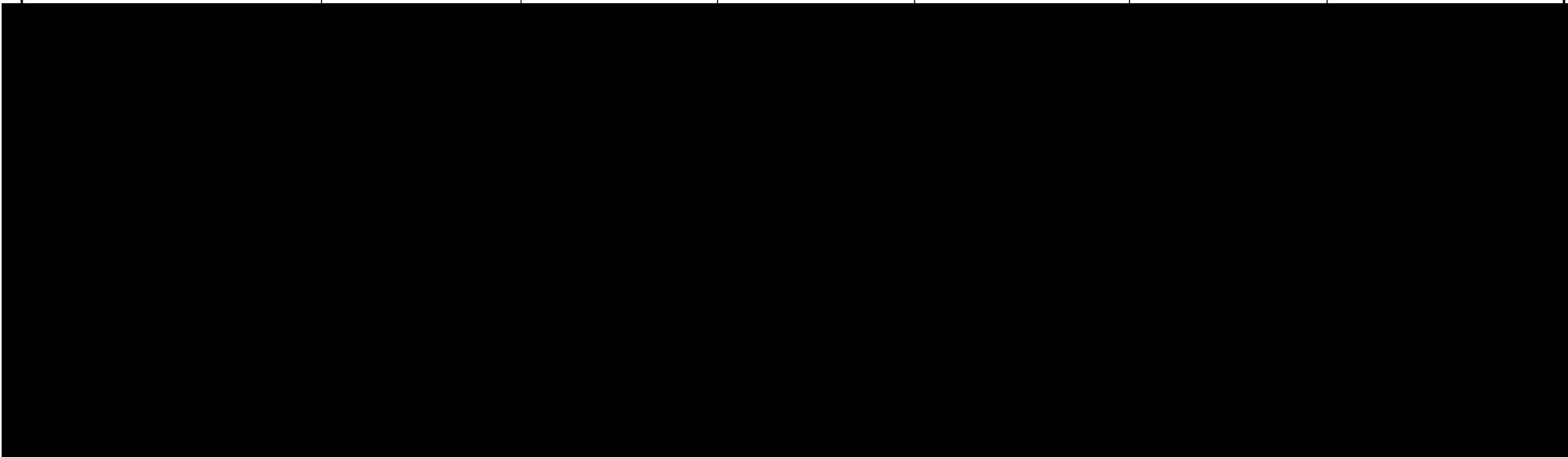
☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 14.50 %.

PR/Award # S371C200007

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Lori Masseur		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
-------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	--------------



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Lori Masseur"/> * Street 1 <input type="text" value="1535 W. Jefferson St. Bin #15"/> Street 2 <input type="text"/> * City <input type="text" value="Phoenix"/> State <input type="text"/> Zip <input type="text" value="85007"/> Congressional District, if known: <input type="text" value="AZ-07A"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>     		
<b>6. * Federal Department/Agency:</b> <input type="text" value="Arizona Department of Education"/>		<b>7. * Federal Program Name/Description:</b> <input type="text" value="Comprehensive Literacy Development"/>  CFDA Number, if applicable: <input type="text" value="84.371"/>
<b>8. Federal Action Number, if known:</b> <input type="text"/>		<b>9. Award Amount, if known:</b> \$ <input type="text"/>
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Callie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Kozlak"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1535 W. Jefferson St. Bin"/> Street 2 <input type="text"/> * City <input type="text" value="Phoenix"/> State <input type="text" value="AZ: Arizona"/> Zip <input type="text" value="85007"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Callie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Kozlak"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1535 W. Jefferson St. Bin"/> Street 2 <input type="text"/> * City <input type="text" value="Phoenix"/> State <input type="text" value="AZ: Arizona"/> Zip <input type="text" value="85007"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value=""/> * Name: Prefix <input type="text" value="Ms."/> * First Name <input type="text" value="Lori"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Masseur"/> Suffix <input type="text"/> Title: <input type="text" value="Deputy Associate Superintendent"/> Telephone No.: <input type="text" value=""/> Date: <input type="text" value="05/29/2020"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S371C200007

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## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [REDACTED] and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1238-GEPA statement.pdf

Add Attachment

Delete Attachment

View Attachment

In carrying out this grant initiative, the Arizona Department of Education (ADE) will ensure, to the fullest extent possible, equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all educators, community partners, and families, including those with special needs, allowing them to participate fully in the projects. ADE does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and programing, or its services and activities. ADE provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants.

To ensure equitable participation and access to project resources, the following considerations will be made:

- When requested, the Arizona Department of Education will produce dissemination materials (e.g., direct mailings, e-mails, online announcements) in both English and Spanish. Other considerations will be made to ensure the document is readily accessible to traditionally underrepresented groups.
- The project staff will eliminate physical and learning barriers in the educational settings and provide reasonable accommodations to those being served.
- The project staff will coordinate the process of cooperation and collaboration between and among the project participants to ensure equitable access and participation of recipients of the project funds.

- The project staff will carefully consider issues of cultural diversity and sensitivity by reviewing instructional elements of the program. Careful attention to topics covered in the program will be considered based on how participants might respond, react, or perceive information being presented.

The Arizona Department of Education shall maintain non-discriminatory learning environments to ensure that participants are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, ethnicity, religion, gender, disability or national origin. The right of any student to attend and participate in school activities will be limited only when the welfare of others may be threatened. When students act irresponsibly, they will be held accountable so as to preserve an appropriate educational setting for others. These provisions are supported in the proposal as well as in the Department's policies and rules supporting diversity.

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Lori Masseur

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Ms.

\* First Name: Lori

Middle Name:

\* Last Name: Masseur

Suffix:

\* Title: Deputy Associate Superintendent

\* SIGNATURE:

\* DATE: 05/29/2020

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**


Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr .	Jason		Clark	

Address:

Street1:	1535 W. Jefferson St. Bin #15
Street2:	
City:	Phoenix
County:	Maricopa
State:	AZ: Arizona
Zip Code:	85007-3902
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:



**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?


☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment: 1236-Project Abstract AZ CLSD 2020.pdf

Add Attachment

Delete Attachment

View Attachment

## **Arizona CLSD Project Abstract**

Arizona CLSD project proposes to improve child literacy skills, instructional staff capacity on the Science of Reading, and strengthen collaboration to drive efficiency and innovation to accelerate language and literacy outcomes from birth to grade 12 in high-needs schools and qualified opportunity zones serving Arizona's most-disadvantaged students.

**Project Objectives and Activities:** Arizona will competitively award subgrant funds to early childhood programs, local education agencies, and education community consortiums based on proposals that include activities designed to address gaps identified by local needs assessments through intentional professional development and coaching supports and strong to moderate evidence-based literacy strategies. State activities will include: awarding and monitoring subgrants and providing capacity-building technical assistance; providing professional development and ensuring coaching supports are provided to educators and administrators on the Science of Reading; convening collaborative partners, including Institutes of Higher Education, to review course work and certification standards relating to literacy; and driving efficiency and innovation by leveraging existing community collaboration focused on literacy, including codifying transition plans, developing a Shared Learning Exchange, updating Arizona's Literacy Instruction Plan, and increasing access to evidence-based instructional practices online.

**Applicable Priorities:** Arizona has not had an active discretionary grant under the Striving Readers Comprehensive Literacy (SRCL) or Comprehensive Literacy State Development (CLSD) grant programs in the last five years. (Competitive Preference Priority 1: Applications from New Potential Grantees). Arizona's CLSD project will build capacity in communities identified as federally-qualified opportunity zones (QOZs). Subgrantee applicants providing services in one or more of the 168 QOZs identified in Arizona will receive priority preference. (Competitive

Preference Priority 2: Spurring Investment in Qualified Opportunity Zones). The strong collaboration of Arizona's early literacy initiative, Read On Arizona (ROA), has created the infrastructure of a collaborative literacy network of local schools, community partners, and state agencies coordinating literacy supports and services to reduce duplication and increase evidence-based and innovative practices in the classroom, as well as opportunities that take place in and out of school-time settings. Arizona's CLSD project is structured to leverage Federal, State, and local investments focused on early literacy birth through grade 3 and will build on and extend collaborative efforts into grades 4-12, ensuring that subgrantees improve their capacity to use data to drive decision-making and implement evidence-based strategies to improve student outcomes. (Competitive Preference Priority 3: Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes and Providing Increased Value to Students and Taxpayers).

**Project Outcomes:** Arizona's CLSD project proposed outcomes include improved literacy achievement of children served by subgrantees, as reflected by: an increase in the percentage of students meeting widely-held expectations in oral language and emerging literacy skills or who meet or exceed proficiency on benchmarks or state assessments; a 25% increase in subgrantee educators and instructional staff trained in science of reading; and improved systems supports focused on efficiency, innovation, and evidence-based practices.

**Number of participants to be served:** 15-25 subgrantees.

**Number and location of proposed sites:** Diverse geographic areas of the state, prioritizing 168 Qualified Opportunity Zones and Title I communities with the most struggling readers.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)



## Arizona's Comprehensive Literacy State Development Grant Application

CDFA 84.371C

June 2020

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# **I. Need for Project**

## **Introduction**

Arizona is committed to supporting and improving the literacy skills of all of our children, as evidenced by the Consolidated State ESSA (Every Student Succeeds Act) Plan (2017) of the Arizona Department of Education (ADE). *[See Appendix A.]* Arizona’s proposal for the Comprehensive Literacy State Development (CLSD) Grant CFDA 84.371C further illustrates our commitment to providing a comprehensive and systemic approach to advancing literacy skills among disadvantaged children from birth through grade 12, including children living in poverty, English learners, children with disabilities, and those belonging to a subgroup that is otherwise underrepresented, (i.e., Native American, students reading well-below grade level).

Arizona has not had an active discretionary federal grant award under the CLSD or Striving Readers Comprehensive Literacy grant programs in the last five years. *[Competitive Preference Priority 1: Applications from New Potential Grantees]* In 2010, ADE received formula funding to develop Arizona’s first State Literacy Instruction Plan, but Arizona has subsequently relied on state funding for implementation. Despite slow but steady gains in overall student achievement in recent years—for example, the passing rate for all students on Arizona’s English Language Arts assessment has increased from 34% in 2015 to 42% in 2019—progress has not been sufficient to close achievement gaps for disadvantaged children; the passing rate among low-income students in 2019 was 30%.

With intentional coordination and collaboration between and among early learning programs (ELP), local education agencies (LEA), and education community consortiums (ECC), Arizona’s CLSD project will implement targeted, evidence-based strategies to produce measurable gains in literacy outcomes for Arizona’s most vulnerable children.

## **Needs Assessment**

Arizona's CLSD project is informed by a comprehensive state needs assessment and data analysis by Arizona's Literacy Leadership Team—including ADE, First Things First (FTF), Arizona's early childhood agency, and Read On Arizona (ROA), our state's early literacy Campaign for Grade-Level Reading initiative—to identify gaps in early literacy proficiency, strategic opportunities for improvement, and areas with the highest need.

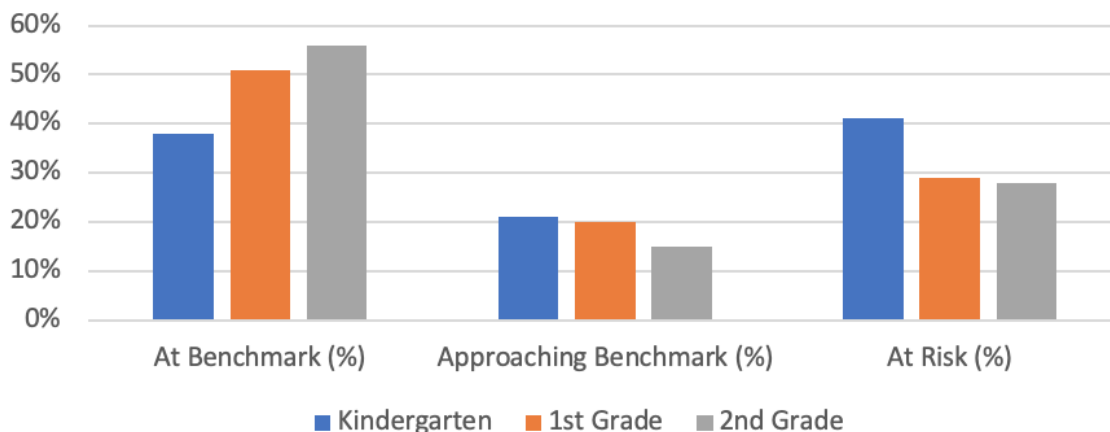
Arizona serves 1,110,851 students in 2,887 K-12 school settings with 47,867 full-time teachers across the state. More than half of Arizona's students (50.4%) are identified as being of low socioeconomic status; 11.8% as students with disabilities; 7.9% as English language learners; and 4.5% as Native American.

Arizona's literacy challenges go hand-in-hand with the significant impact poverty has on our state's children. Currently, 50% of Arizona's children live below 200% of the federally-defined poverty level (up from 46% in 2009). Arizona also ranks high among states with children living in concentrated poverty (defined as census tracts with 30% of poverty or more): Arizona has the highest percentage of rural children living in concentrated poverty (39% vs. 11% nationally); Arizona is home to more than a quarter of the nation's Native American children living in high-poverty areas (56,000 children, or 28% of the national total); and 30% of Latino children in Arizona are living in concentrated poverty. Data shows that the negative impact of poverty on our children's developing literacy begins in the early childhood years and continues through high school. A 2015 research project conducted by Read on Arizona with Arizona State University identified poverty as one of three factors with a statistically-significant impact on third-grade reading outcomes for Arizona students. (The others were daily attendance and chronic absenteeism, both connected to issues stemming from poverty, such as transportation and health.)

Arizona’s most-disadvantaged children do not have equitable access to critical opportunities along the education continuum. Arizona is home to 546,609 young children (ages 0-5), and there are notably fewer 3- and 4-year old children in Arizona enrolled in preschool (40%) than nationwide (48%). And only 22% of our 3- and 4-year-olds in preschool have access to a high-quality early learning setting. According to the 2019 National Institute for Early Education Research (NIEER) Report, Arizona was found to meet just 3 of the 10 quality indicators for early childhood education. Digging deeper into early childhood data, a recent (Fall 2019) Teaching Strategies Gold (TSG) sampling indicates a significant percentage of Arizona’s young children are not meeting widely-held expectations for the key skills necessary for reading readiness: 65% of 4-year-olds did not achieve expectations in Language, and 70% of 4-year-olds did not meet expectations in Literacy.

Significant literacy gaps continue up the age continuum. Figure 1 shows the high percentage of Arizona K-2 students who are at risk in their literacy development: over 40% of kindergarten students were found to be at risk, and almost 30% in both first and second grade, demonstrating the critical need to strengthen K-2 literacy instruction across the state to address these gaps in early literacy.

***Fig. 1: Arizona K-2 Literacy Benchmark Data, Fall 2019 (ADE)***



Arizona’s annual statewide English Language Arts assessment, AzM2, is another measure of the dramatic need to improve literacy outcomes. Aggregating the performance of all students across grades 3-12, the majority (58%) scored below proficiency, with most (39%) falling in minimally-proficient, the lowest category on the assessment. For Arizona’s 168 Qualified Opportunity Zones (QOZ), which encompass 302 LEAS and 236 ECE sites, the divide is even more stark; in 141 of these LEAS, a majority of their students (50% or more; all students all grades) scored minimally proficient. *[Priority 2: Spurring Investment in Qualified Opportunity Zones]*

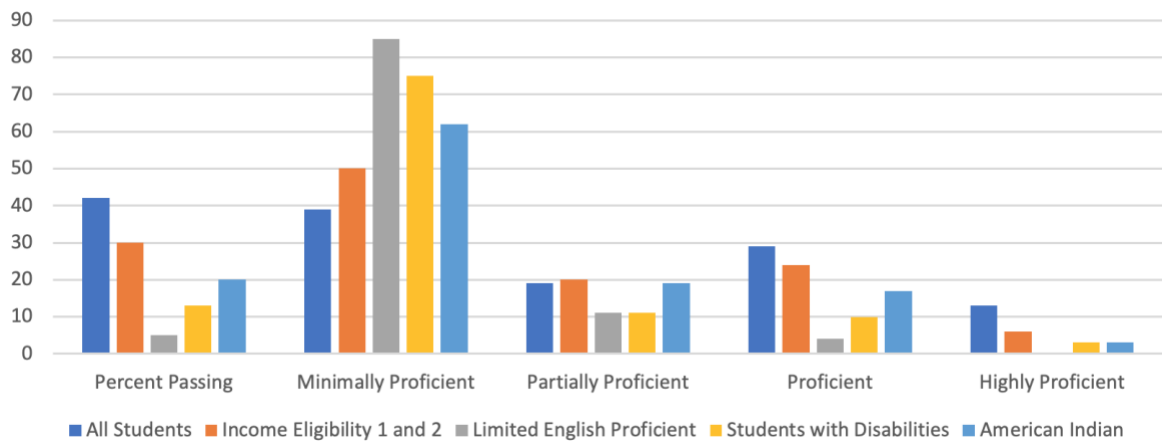
Scores among key subgroups reveal a significant achievement gap among children living in poverty, English learners, American Indians, and children with disabilities. Although proficiency among all Arizona students has increased from 34% in 2015 to 42% in 2019, gaps in literacy achievement among high-need subgroups have not changed significantly. Figure 2 below shows the percentage of students passing the AzM2 English Language Arts assessment by subgroup and the persistent gap between subgroups and all students. And as shown in Figure 3, the majority of students in each disadvantaged student subgroup scored minimally proficient.

***Fig. 2: Percent Passing AzM2 English Language Arts, All Grades, 2015-2019 (ADE)***

<b>AzM2 English Language Arts</b>	<b>2015</b>	<b>2019</b>
All Students	34%	42%
Income Eligibility 1 and 2*	23%	30%
American Indian/Alaska Native	13%	20%
Student with Disabilities	11%	13%
Limited English Proficient	2%	5%

*(NOTE: \*ADE identifies students as disadvantaged according to their income eligibility for free-and-reduced lunch [FRL].)*

**Fig. 3: Subgroups by Proficiency, AzM2 English Language Arts, All Grades 2019 (ADE)**



Arizona ranks in the lower third among states on the National Assessment for Educational Progress (NAEP) and is below the national average in reading for both fourth and eighth grades. In 2019, 39% of Arizona fourth graders and 30% of eighth graders fell below basic reading levels on NAEP. As with our statewide assessment, Arizona has made incremental gains in NAEP scores over the last several years, but with significant disparities between disadvantaged students: a 29-point gap between FRL vs. Non-FRL in fourth grade scores and a 24-point gap in eighth grade.

One source of these longstanding, systemic disparities among disadvantaged children in Arizona is the lack of equitable access to highly-effective schools and teachers with knowledge and experience in the Science of Reading—reading instruction that is grounded in the converging scientific evidence about how reading develops, why many students have difficulties, and how we can prevent reading failure.

Figure 4 shows a disparity in the experience of teachers and school leaders between Title I schools (with large concentrations of low-income students) vs Non-Title I schools, while also highlighting that, overall, 1 in 5 Arizona teachers and school leaders are inexperienced. Out of the approximately 85,462 teachers across all age bands in Arizona, less than 50% of certified teachers are in Title I schools and only 34% of those educators with a reading endorsement can be found at

a Title I school. This problem is exacerbated by a persistent teacher shortage in Arizona, leaving roughly 1,800 public school classrooms without a permanent teacher. This means substitutes, student teachers and teachers with emergency certificates who are filling the void have less experience teaching reading and student access to an effective, experienced teacher is limited.

***Fig. 4: Arizona K-12 Teacher Experience (Title I vs. Non-Title I), 2019 (ADE)***

<b>Core Academic Teachers, Principals and School Leaders</b>	<b>Non-Title I Schools</b>	<b>Title I Schools</b>	<b>All Schools</b>
Experienced ( $\geq 3$ years in position)	82%	78%	79%
Inexperienced ( $< 3$ years in position)	18%	22%	21%

The majority of Arizona’s youngest children also lack access to early childhood educators with sufficient training or preparation to effectively foster early literacy development, particularly among disadvantaged children living in high-need areas where the availability of high-quality early learning programs is limited. The qualifications of early childhood teachers vary widely, despite the scientific evidence linking early childhood language and literacy development to later academic success. A 2015 report from the National Research Council and Institute of Medicine stressed that lead educators working with infants, toddlers, and preschoolers require equivalent knowledge and specialized competencies as those working in early elementary grades. The Arizona Early Childhood Professional Development Network and Workforce Registry—a centralized location that connects early childhood practitioners and others interested in the field with information and resources to advance their careers—currently includes 5,702 teachers, assistant teachers, and family child care providers who have submitted their educational diploma/transcript/credential. Of those, only 45% (2,582) have a credential, certificate, or degree including credits in early childhood education, and another 55% (3,120) have a high school

diploma only. One thing is clear, Arizona’s early childhood professionals lack specific training in effective, evidence-based approaches to fostering language and literacy development.

### **Project Needs**

The needs assessment data underscore the impact of the challenges facing Arizona’s disadvantaged children and our need for targeted, strategic, evidence-based approaches to advance the literacy skills of our state’s children living in poverty, English learners, students with disabilities, and other underrepresented subgroups. Arizona has the leadership, collaboration, and commitment to improve literacy outcomes—resulting in incremental progress for all students—but there is more to be done. Arizona struggles to adequately and consistently fund K-12 education and early learning programs which makes collaborative efforts critical to achievement.

The current COVID-19 crisis has drawn even more attention to the needs and deficiencies in Arizona. A survey of Arizona school superintendents at the beginning of the COVID-19 crisis revealed that as many as 20% of urban households and 40% of rural households with school-aged children did not have internet access, thus unable to participate in distance learning opportunities afforded by schools. Educators across the state will need more training and coaching supports in order to prepare for the learning loss students are currently experiencing.

Arizona’s CLSD project will target our most disadvantaged children in our highest-need schools and early care and education settings in underserved areas of our state to accelerate literacy outcomes by:

- 1. Building the capacity of Arizona schools and systems serving the highest percentage of disadvantaged students to accelerate improvement in English Language Arts outcomes, particularly targeting schools and early childhood education sites in high-need areas.**

2. **Ensuring disadvantaged students have equitable access to highly-effective teachers and early care and education providers trained in the Science of Reading.**
3. **Expanding Arizona’s capacity and infrastructure to implement high-quality, evidence-based practices and strategies to support struggling readers.**

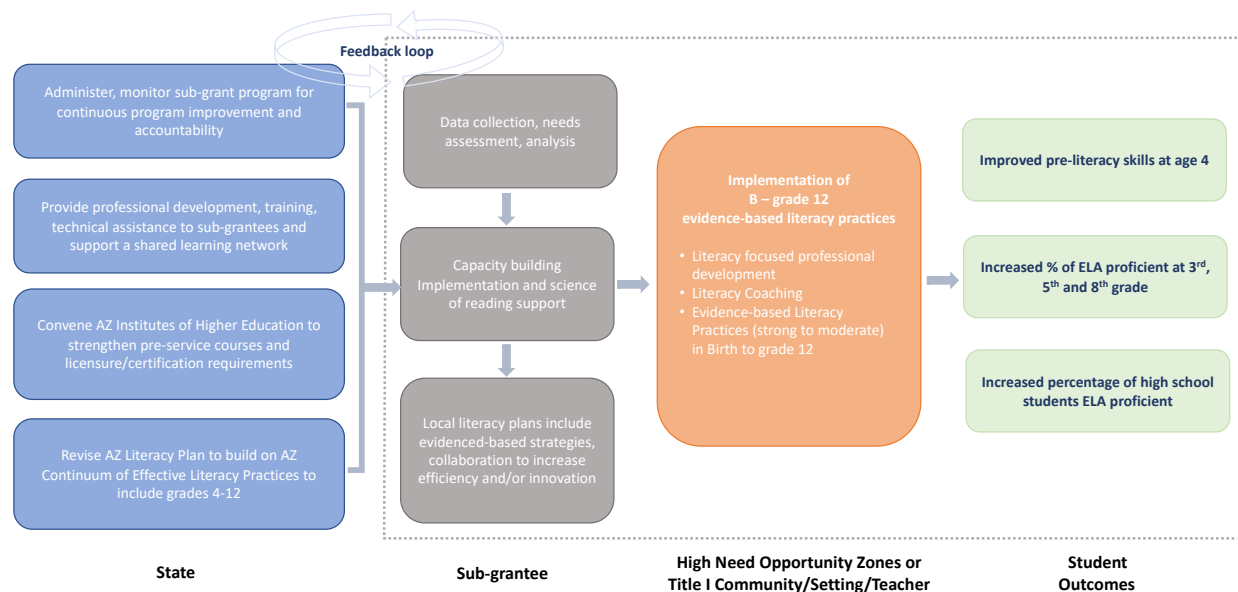
## **II. Project Design**

Arizona recognizes that improving language and literacy outcomes will involve a comprehensive statewide approach inclusive of cross-agency and cross-sector partnerships. Arizona’s approach is grounded within the Implementation Science Framework, which will be utilized throughout the course of the grant period. Based in research, this approach will provide a guiding framework for early learning providers and schools while simultaneously allowing them the autonomy to use program data to evaluate current practices, identify gaps, determine capacity to engage in the intervention/initiative, and to develop sustainable strategies specific to their unique needs. *[See Appendix B, Implementation Science Stages and Drivers Matrix.]*

Implementation Science refers to the “methods or techniques used to enhance the adoption, implementation, and sustainability” of an intervention. Often what is adopted in early learning, school, district or community programs are not fully realized because the necessary supports for success are not put into place. Therefore, fidelity to an effective practice can be difficult to achieve. The Arizona CLSD project uses Implementation Science to adopt an active implementation formula designed to result in improved outcomes. The active implementation formula states that *Effective Practices x Effective Implementation x Enabling Contexts = Improved Outcomes*. In order to have improved outcomes, all three components must be present. Arizona will leverage this framework to help identify what activities and evidence-based interventions (the practice) will result in improved literacy outcomes for children, as well as, address the necessary supports to

ensure fidelity of implementation. ADE staff will guide local grantee partners through a process of Implementation Science that begins with table-setting sessions including analysis and synthesis of needs assessment data in Year 1. In Years 2-5, program teams will identify strategies and move toward implementation of research-based strategies. More detail is illustrated below in Figure 5.

**Fig. 5: Arizona Comprehensive Literacy State Development Grant Logic Model**



## Goals, Objectives, and Outcomes

Driven by data analysis of the state needs assessment, trends relative to language and literacy, and a thorough review of relevant research, Arizona’s State Literacy Leadership Team has designed Arizona’s CLSD project to address gaps and weaknesses in Arizona’s literacy system. CLSD subgrantees will implement high-quality professional development and coaching supports and other evidence-based practices to improve outcomes for our most disadvantaged children from birth to grade 12. To build capacity in educators, caregivers, and practitioners to support, improve, and sustain effective teaching and literacy practices, Arizona has established the following goals, objectives, and related outcomes:

**Project Goal 1: Build the knowledge, skills, and capacity of early learning programs and school leadership to serve struggling and emerging readers more effectively in schools and systems with the highest percentage of disadvantaged students in the state to accelerate their literacy outcomes.**

**Goal 1 Objectives:**

1. ADE, with support from system partners, will collaboratively determine and competitively award an estimated 15-25 subgrants with priority given for targeting high-need schools and early childhood education sites: Title I schools, free-and-reduced lunch ECE settings, and LEAs within Qualified Opportunity Zones. *[Priority 2: Spurring Investment in Qualified Opportunity Zones]* *[See Appendix C, Opportunity Zones by Census Tract.]* ADE and collaborative partners will provide ongoing, high-quality, intensive options for literacy professional development, coaching support, and funding for strong-to-moderate evidence-based strategies birth through grade 12.

**Goal 1 Measurable Outcomes:**

Increase the percentage of:

1. Participating 4-year-old children who are meeting widely-held expectations in oral language and emerging literacy skills;
2. Participating K-3 grade students who meet or exceed proficiency on LEA K-3 benchmark literacy assessments;
3. Participating fifth-grade students who meet or exceed proficiency on state reading/language arts assessments;
4. Participating eighth grade students who meet or exceed proficiency on state reading/language arts assessments; and,

5. Participating high school students who meet or exceed proficiency on state reading/language arts assessments.

Measurement Tools: ADE will use a battery of tools to document improvements, including the state-approved preschool assessment (currently Teaching Strategies Gold), LEA Spring K-3 benchmark assessments, the state-approved English Language Arts assessment tools for fifth and eighth grades (currently AzM2), and the state English Language Arts assessments at the high school level.

**Project Goal 2: Increase the number of disadvantaged students who have access to high-quality instructional staff trained in the Science of Reading.**

**Goal 2 Objectives:**

1. Increase the number of birth through grade 12 teachers and administrators participating in professional development and intentional coaching supports that ensure teachers understand the Science of Reading and have the skills necessary to implement evidence-based practices to meet the needs of all learners in their classrooms and schools.
2. Increase the availability of high-quality, evidence-based professional development and coaching support relating to language and literacy development for birth through grade 12 educators, administrators, and collaborative partners.
3. Increase the quality evidence-based language and literacy pre-service courses and certification related to literacy development and instruction birth through grade 12 by convening/collaborating with Arizona Institutes of Higher Education and system partners.

**Goal 2 Measurable Outcomes:**

1. An increase of 25% in the number of participating practitioners within the identified subgrantees that are trained and implementing strategies based in the Science of Reading.

2. A completed menu of evidence-based professional development training options available to instructional staff in the science of reading.
3. An increase in the number of Institutes of Higher Education with Science of Reading objectives included in course descriptions that are shared with the state certification unit.

Measurement Tools: ADE will use a battery of measurement tools for this goal that may include subscales of the Early Childhood Environmental Ratings System-Revised (ECERS-R), practice profiles, pre/post survey and coaching data.

**Project Goal 3: Increase state capacity and infrastructure to implement high-quality, evidence-based practices and strategies to support struggling readers.**

**Goal 3 Objectives:**

1. Strengthen and leverage existing community collaboration focused on literacy to improve alignment, coordination, data-driven and evidence-based practices, efficiency, and innovation to produce better literacy outcomes in and out of classroom settings. *[Priority 3: Promoting Innovation and Efficiency]* This includes the ongoing review, understanding, and application of data, literacy program design evaluation, and strengthening community collaboration to support local literacy plans. Subgrantees at all levels will increase the use of actionable data. Based on data, subgrantees will identify strong and moderate evidence-based literacy programs that will support child outcomes in local communities.
2. Build a Shared Learning Exchange throughout the grant cycle. *[Priority 3: Promoting Innovation and Efficiency; Invitational Priority: Leveraging Education Resources]* Through reflection, feedback, and assessment of professional learning, professionals can identify local needs that will accelerate learning outcomes and prevent and close learning gaps.

3. Early learning programs participating in the CLSD grant will create a codified transition plan for the age/grade bands identified to serve that includes feeder schools and receiving schools with an emphasis on ensuring continuity of services, supports, and programming. This will result in local data sharing plans to ensure the opportunity for longitudinal data analysis.
4. Increase the capacity of practitioners in the field to implement comprehensive literacy instruction components by accessing evidence-based instructional practices on Arizona partner website(s), including the Arizona Department of Education.
5. Convene the State Literacy Leadership Team to update the Arizona’s Literacy Instruction Plan. *[CLSD Requirement: State Literacy Instruction Plan; See Appendix D.]* The team will utilize the high-quality relevant literature review *[CLSD Requirement: High-Quality Literature Review; See Appendix E]* and build on Arizona’s *Continuum of Effective Literacy Practices: Birth-Third Grade* publication to include grades 4-12. *[See Appendix F.]*

**Goal 3 Measurable Outcomes:** These objectives will result in multiple artifacts including an update to Arizona’s Literacy Instruction Plan. The SEA will document formal agreements, transition plans, and evidence of improved literacy practices as appropriate for this goal. Success of this goal will be measured based on the completion of artifacts.

These goals, objectives, and outcomes align with, and extend from, the required CLSD Government Performance and Results Act (GRPA) measures. Because the baseline scores are unknown until the cohort of subgrantees are selected, all objectives are measured by annual increase over the baseline.

### **Evidence-based Activities**

Through a competitive subgrant competition, collaborative partners will prioritize children and students in qualified opportunity zones and high-need communities to ensure that high levels

of disadvantaged, geographically-diverse children who are at risk for reading below grade level are being impacted. Identifying subgrantees that can effectively implement research and evidence based practices will eliminate and minimize the learning gap found in some Arizona communities.

Arizona's current Literacy Instruction Plan will serve as a key foundation for successful implementation of Arizona's CLSD project. Once it is updated, the plan will further serve as a guide for the development of local literacy plans and CLSD subgrantee applications. Rooted in a foundation of evidence-based practices, the current plan outlines five essential literacy components: Literacy Collaborative Leadership, Evidence-based Literacy Instruction & Interventions, a balanced Comprehensive Assessment System, Professional Development, and Family Engagement in support of literacy. The updated plan will advance the ability of subgrantees to identify research and evidence-based practices proven to support the science of reading and literacy development.

In addition to a widely-acknowledged State Literacy Instruction Plan, Arizona has a compendium of literacy resources based on research and steeped in evidence-based practices. Resources include: (1) Read On Arizona's *Continuum of Effective Literacy Practices*; (2) ADE's Evidence-Based Practices, Strategies, Programs, and Intervention Resource page, which includes a searchable database of evidence-based programs, practices, and interventions based on online resources such as The Early Childhood Knowledge and Learning Center, Evidence for ESSA, What Works Clearinghouse, National Registry of Evidence-based Programs and Practices; [See Appendix G] (3) West Ed's *Evidence-based Improvement: A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA*; (4) SEA & LEA Guidance for Evidence-Based Interventions, Intervention Evidence Review, and Comparing Evidence-Based Interventions.

### **III. Project Management Plan**

Arizona recognizes that improving literacy outcomes is not the sole responsibility of a single entity. To ensure our most vulnerable children have access to highly-qualified instructional staff, evidence-based interventions, and appropriate literacy programming, collaboration among ADE, other state agencies, our state literacy initiative, and other community partners (private and philanthropic) is essential. Arizona's CLSD project leverages the state's strong partnerships and existing SEA infrastructures to create a cost-effective model that utilizes available resources so as to not duplicate current statewide and local level initiatives.

Following the Implementation Science Framework, Arizona will devote the first year of the CLSD project to: creating and releasing the Application for Consideration for potential subgrantees; selecting and awarding subgrantees; enhancing statewide resources; supporting the investigation and analysis of local needs assessment data, building the capacity of subgrantees on the use of frameworks and tools designed to evaluate current practices; and building the capacity of ELP, LEA and ECC(s) personnel around the Science of Reading and Tier 1 (strong) and Tier 2 (moderate) evidence-based practices. Years 2-5 will focus on: the initial implementation of identified evidence-based practices and programming by subgrantees; the ongoing review of program progress and data; the leveraging of actionable data; and the leveraging and enhancement of current literacy networks and initiatives to support implementation efforts.

Arizona's CLSD project has the depth of breadth of expertise necessary for successful implementation. With support of the State Superintendent for Public Instruction, ADE personnel will oversee the administrative implementation of the grant with the investment of six key staff, which include: the Associate Superintendent of High Academic Standards for Students; the Deputy Associate Superintendents of both the Early Childhood Education/Head Start State Collaboration

Director and K-12 Academic Standards Units; the Director of English Language Arts and Move On When Reading; as well as the Early Childhood Director, a K-3 Literacy Specialist, a Secondary English Language Arts Specialist, and a Dyslexia and Literacy Intervention Specialist. Additional guidance and expertise will be provided by the Arizona Literacy Director (Read On Arizona) and the Chief Program Officer of First Things First (Arizona Early Childhood Development and Health Board). *[See Appendix H.]* Additional partners for effective implementation of the Arizona plan include: the Governor’s Office of Education; State Board of Education; Arizona State University Mary Lou Fulton Teachers College; the Head Start State Association; Helios Education Foundation; Virginia G. Piper Charitable Trust; and the Arizona Department of Economic Security (the state’s Child Care administrator). All of these partners provided letters of support for this project. *[See Appendix I.]*

## **Management Plan**

<b>Objective 1:</b> ADE, with support from system partners, will collaboratively determine participating programs and award, support and monitor up to 15-25 subgrants in Years 2-5.			
<b>Major Tasks</b>	<b>Indicators of Success</b>	<b>Timeline</b>	<b>Lead/Partners</b>
1.1 Create, release and disseminate RFA  Conduct TA, webinars	RFA includes required elements for CLSD subgrants  Informed potential applicants prepared to apply	Sept.-Dec. 2021	ADE/FTF/ROA
1.2 Gather baseline data as part of local needs assessment	Subgrantee applicants understand gaps and incorporate into plans	Jan.-Mar. 2021	ADE/FTF/ROA

1.4 Technical Assistance (TA) literacy plans	Strong local literacy plan	Jan.-Mar. 2021	ADE
1.5 TA Multi-Tiered Systems of Support (MTSS)	Increased knowledge of MTSS to inform plan	Jan.-Mar. 2021	ADE
1.6 TA ESSA Evidence Levels/Programs	Increased understanding of evidence levels	Jan.-Mar. 2021	ADE/REL West
1.7 TA on Comp. Needs Assessment (CNA)	Subgrantee able to complete strong CNA to inform plan	Jan.-Mar. 2021	ADE/FTF/ROA
1.3 Subgrantee review/selection	15-25 subgrantees prepared to begin implementation	April - June 2021	ADE/FTF/ROA Grant Reviewers
1.8 Reflection on data	End of year progress report	Year 2-5	ADE/subgrantees
<b>Objective 2:</b> Increase the number of birth-grade 12 teachers and administrators participating in professional development and intentional coaching supports on the science of reading.			
2.1 Coordinate literacy coaching	Subgrantees receive coaching training	Yr. 2-5	ADE/FTF
2.2 Coordinate Teaching Reading Effectively trainings (TRE/TOT/TSR)	Subgrantees receive TRE training	Yr. 2-5	ADE
2.3 Coordinate delivery of LETRS.	Subgrantees receive LETRS training	Yr. 2-5	ADE/FTF/ Voyager Sopris

<b>Objective 3:</b> Increase availability of quality evidence-based language and literacy professional development and coaching supports relating to language and literacy development for birth-grade 12 educators, administrators, and collaborative partners.			
3.1 Identify and vet available professional development offerings.	LL/FE/PD work group produces list of vetted PD offerings, RFI for training on Science of Reading	Yr. 2-5	ADE/FTF/ROA
3.2 Make available a menu of language and literacy PD offered by age/grade bands.	Development of literacy/language evidence-based PD in AZ, RFI for training on the Science of Reading	Yr. 2-5	ADE/FTF/ROA Language Literacy PD w.g.
<b>Objective 4:</b> Increase the quality evidence-based language and literacy pre-service courses on literacy instruction birth-grade 12, review certification system for areas to strengthen.			
4.1 State partners collaboratively convene IHE to strengthen and enhance pre-service courses	1. Collaboration with Certification unit to vet course descriptions 2. Collaboration with IHE to modify course objectives 3. Development of TRE as a credit bearing course.	Yr. 2-5	ADE FTF ROA STATE BOARD OF EDUCATION IHE
4.2 State partners to collaboratively convene IHE for review of literacy instruction	Summary recommendations from task force	Yr. 2-5	ADE FTF ROA STATE BOARD OF EDUCATION

certification standards  (birth through grade 12)			IHE & Teachers
<b>Objective 5:</b> Strengthen and leverage existing community collaboration focused on literacy to improve alignment, coordination, data-driven and evidence-based practices, efficiency, and innovation to support struggling readers in and out of classroom			
5.1 ELP, LEA or ECC(s) communicate as part of literacy plan how they intend to leverage existing collaboration to enhance and advance literacy outcomes.	Subgrantee able to complete strong narrative detailing collaboration with local collaborative focused on literacy.	Jan.-Mar. 2021  Progress checks  Yrs. 2-5	ADE/FTF/ROA  Subgrantees
<b>Objective 6:</b> Build a Shared Learning Exchange for subgrantee participants			
6.1 Includes ongoing review, and application of data, evidence-based practices around literacy	Sessions hosted virtually.  Subgrantees participate in shared learning exchange	Year 3-5	ROA/ADE/FTF
<b>Objective 7:</b> Early Learning Program CLSD participants will create codified transition plans			
7.1 subgrantees write transition plans for age/grade bands	Strong transition plans that emphasize continuity of services and supports	Year 2-5	ADE/FTF/ROA
<b>Objective 8:</b> Increase capacity of practitioners in the field to implements comprehensive literacy instruction components by accessing evidence-based instructional practices online			

8.1 Arizona partners will enhance/expand instructional practices made available on website(s)	New evidence-based instructional resources identified for ADE and partner websites	Yr. 2-5	ROA/ADE/FTF
<b>Objective 9:</b> Update Arizona’s Literacy Instruction Plan and enhance CELP (grades 4-12)			
9.1 Convene State Literacy Leadership Team to <i>Update AZ Literacy Instruction Plan</i>	Revised AZ Literacy Instruction Plan for distribution	Oct. 2020-Aug. 2021	ADE/ROA/FTF
9.2 Convene Arizona literacy task force to update and expand <i>Continuum of Effective Literacy Practices (CELP)</i>	Updated/Expanded (CELP) for distribution	Oct. 2020-Aug. 2021	ROA/ADE/FTF

#### **Adequacy of Procedures for Feedback and Continuous Improvement of Project Operations**

The leveraging of Implementation Science’s stage-based framework will allow Arizona to measure implementation at multiple system levels for practitioners, leaders, and partners. Using data and feedback to drive decision-making to promote continuous improvement is one of the core components threaded through each stage of the Implementation Science Framework. Data derived from program evaluation, as gathered through ADE platforms such as the Grants Management

Enterprise System (GME), are critical components of this grant initiative that enables us to measure the effectiveness of our efforts after having had time to produce results. Leveraging its current GME system, ADE will establish baseline data and continually measure improvement in participating programs. The ADE platform(s) will allow CLSD subgrantees and the Arizona team to reflect upon and evaluate both quantitative and qualitative feedback regarding the progress of implementation and on their experiences. *[Priority 3: Promoting Innovation and Efficiency]*

#### **IV. Project Services**

At the heart of Arizona's CLSD project is the goal to support making high-quality literacy instruction available to all students, ensuring equal access and treatment to disadvantaged children, and improving student outcomes. Success is dependent on a highly-effective workforce, access to evidence and standards-based curriculum and interventions, high-quality literacy programming, and actionable data used to inform instruction and decision-making. This section outlines the high-quality Project Services Arizona will deploy during implementation:

- 1. Award and monitor subgrants:** Subgrantees will engage in a competitive application process where they must demonstrate alignment between their local literacy plan and the Arizona Literacy Instruction Plan. Subgrantees must also assess their needs and have clearly-stated goals for improving literacy achievement. The items below detail the additional components a subgrant application should exhibit:
  - a. Eligibility requirements: Subgrantees will use the definition for disadvantaged students outlined in the federal register to demonstrate their plan for advancing literacy with students who demonstrate the highest need. Required Priority will be given to those schools and systems that are designated as eligible entities, including: (1) those in Qualified Opportunity Zones*[Priority 2: Spurring Investment in Qualified Opportunity Zones]*; (2)

those qualifying for Title I; (3) schools in improvement; (4) those serving greater than 12% of students with disabilities; (5) those serving greater than 15% of students who are English learners; and (6) those having more than 80% of students eligible for free-and-reduced lunch. In all age bands, priority will be given to entities serving a majority of students designated as not meeting widely-held expectations, at risk, or minimally proficient related to literacy achievement. In the early age bands, priority will be given to ECE Quality First (Arizona's Quality Improvement System) and Head Start programs, as well as existing community literacy collaborations (i.e., Read On Arizona coalitions) to ensure efficiency, leveraging of resources, and sustainability of supports for disadvantaged students.

- b. Use of evidence-based interventions: ADE published “*Evidence-Based Improvement and Decision Making ESSA Guidance*” (2017). [See Appendix J.] This document details how evidence-based improvement, as outlined by the Every Student Succeeds Act (ESSA) of 2015, requires states, LEAs, and schools to base improvement efforts on those strategies, programs, and interventions which have solid basis in evidence. Subgrantees will demonstrate how their selection of specific interventions for the advancement of literacy is strongly or moderately evidence based. They will also demonstrate how they are appropriate for the population being served. ADE will continue to support this process with technical assistance and professional development focused on recognizing and using high-quality research.
- c. High-quality professional development: Subgrantees will demonstrate how they plan to design and implement a high-quality professional development system for educators that is designed to advance literacy for disadvantaged students. Subgrantees will demonstrate

how the professional development is aligned to the needs of the students and goals of the program. They will also demonstrate how they will provide professional development related to their evidence-based interventions for literacy.

- d. Alignment with other federal, state, and local funds: Subgrantees will demonstrate how they plan to leverage use of CLSD funds with other federal, state and local funds to ensure the alignment of their activities to their needs assessment and also to examine the degree to which they are adequately funded. Additionally, subgrantees will demonstrate how they plan to sustain their activities after the grant has concluded. ***[Priority 3: Promoting Innovation and Efficiency]***

**2. High-quality professional development and coaching supports:** ADE has developed and implemented proven professional learning opportunities in the science of reading to build teacher capacity in evidence-based literacy instruction. These trainings will be offered to subgrantees to improve literacy instruction and to expand teacher understanding of proven reading practices. The CLSD grant opportunity will be used to accelerate and enhance professional development opportunities offered. The proposed trainings to be offered include, but are not limited to the following:

- a. Teaching Reading Effectively (TRE): TRE, a course designed for teachers of kindergarten through third grade, supports the structured literacy model focused on each of the five pillars of literacy. There is a strong emphasis on the Science of Reading, phonological awareness, and phonics instruction along with an awareness of the characteristics of dyslexia. TRE Training of Trainers (TRE TOT) will also be made available. This course mirrors the objectives of TRE and is grounded in theory and research to help promote discussion and guide the learning of those they will be leading. This course is open to

teachers, reading coaches, district personnel, and administrators. A redesign of this course is in the planning stages to embrace a side-by-side coaching aspect of the training. Teaching Struggling Readers (TSR) is intended for middle- and high school teachers to build their knowledge and capacity around the five pillars of literacy to enable them to more effectively address students' specific areas of struggle. *[See Appendix K.]*

- b. Language Essentials for Teachers of Reading and Spelling (LETRS): LETRS is a professional learning opportunity developed by Louisa C. Moats, Ed. D, and designed for educators who are responsible for improving Pre-K–12 instruction in reading, writing, and spelling. LETRS allows participants to understand the foundational knowledge necessary on how children learn to read and why some children have difficulty.
- c. Evidence requirements of ESSA: REL West, in partnership with ADE, provides a series of trainings and multi-year coaching to foster deeper knowledge about the evidence requirements of ESSA, especially as they apply to K–3 literacy interventions and to build capacity to effectively implement evidence-based interventions at the local level.
- d. Multi-tiered systems of support (MTSS): The Arizona MTSS framework is an instructional system with a tiered infrastructure that uses data to help match academic and social-emotional supports to address the needs of the whole child.
- e. Lectio Program Design Evaluation Tool: Developed by the Harvard Graduate School of Education, Lectio provides a framework to help educational leaders and practitioners adopt a new and intentional approach to improving language and literacy skills and outcomes.

- 3. Increase the availability of high-quality, evidence-based professional development and coaching support relating to language and literacy development.** Arizona is proposing extensive and ongoing training for coaches that is sufficient in quality, intensity, and duration,

including the LETRS and TRE training outlined under Measurable Objective 2. Participating subgrantees must identify coaching supports to be implemented at their program sites. Due to their direct relationship with subgrantee personnel, coaches will leverage the training and resources to support practitioners in the field who work directly with students.

- 4. Increase the quality evidence-based language and literacy pre-service courses, licensure and certification related to literacy development and instruction birth-grade 12.** In collaboration with state partners, ADE will work with Arizona Institutes of Higher Education (IHE) on implementing the cognitive science behind reading in their teacher preparation programs. Arizona proposes that, in order to implement the cognitive science behind reading into teacher preparation programs, it must first train IHE teacher preparation personnel on the Science of Reading and provide them the opportunity to become a certified facilitator of such trainings. Arizona will leverage the CLSD project to train IHE personnel to build their knowledge, skills, and capacity on the Science of Reading. This collaboration will provide undergraduate education for new teachers and currently certified teachers on the Science of Reading, thereby effectively building a pipeline and supporting the continuing education of teachers in language and literacy.
- 5. Strengthen and leverage existing community collaboration, efficiency, and innovation to produce better literacy outcomes in and out of classroom settings.** Read On Arizona (ROA) was established as a statewide, community-based collaboration focused on early language and literacy. In partnership with ADE and the Maricopa Association of Governments, ROA launched MapLIT, a data-mapping tool to serve as a one-stop resource for identifying key data sets (census, school, health, family engagement) that impact early literacy outcomes in Arizona communities. MapLIT provides communities with graphic views of select data for all Arizona

public/charter elementary school and preschool site locations. Using the CLSD funds, a population-level integrated data system would be utilized that combines data from a range of programs that serve children and young adults. This data system would include: (1) identifying neighborhoods with high need and low service; (2) exploring or tracking improvement over time using tools from the data center; and (3) sharing information with community partners and decision makers to inform strategic planning centered on improving language and literacy outcomes.

6. **Engage in virtual shared learning exchange.** In 2019 Read On Arizona partners conducted a case study project, *Third Grade Reading Success: Decoding What Works*, to highlight schools with the most growth in ELA achievement and share what they were doing to stimulate growth in reading for third grade students. *[Priority 3: Promoting Innovation and Efficiency; Invitational Priority: Leveraging Education Resources]* Arizona is proposing to use the CLSD grant opportunity to launch a *Decoding What Works Learning Exchange Program*. This learning exchange program will allow CLSD subgrantees the opportunity to engage in virtual learning so that they can understand what steps high-performing programs took to accelerate results for high-needs students and identify key factors for impacting reading improvement.
7. **Codified transition plans.** Early Learning Programs will create a codified transition plan for the age/grade bands served by subgrantees that includes feeder schools and receiving schools with an emphasis on ensuring continuity of services, supports, and programming.
8. **Increase capacity of practitioners in the field to implement comprehensive literacy instruction components by accessing evidence-based instructional practices.** Arizona intends to leverage and enhance the current online collection of literacy resources housed within Read On Arizona. This expanded online library will house appropriate evidence-based,

high-quality data tools and literacy resources intended to aid practitioners and families with supporting improved literacy outcomes. Subgrantees will be guided on accessing resources and toolkits, with components publicly available on ADE's website as well.

- 9. Utilize State Literacy Leadership Team and task force experts to update Arizona's Literacy Instruction Plan and expand Continuum of Effective Literacy Practices.** In 2017, ADE revised the State's Literacy Instruction Plan in response to the state's updated literacy legislation, ESSA requirements, and current reading research. Using the CLSD project as the impetus, ADE and the State Literacy Leadership Team will revisit, review, and revise the plan's conceptual framework and layers of support necessary to ensure that student develop strong literacy skills. In the first year of the grant, ADE will conduct Communities of Practice that will include teachers, administrators, families, and community stakeholders. These COPs will allow for members to coalesce and suggest revisions to ensure that the plan continues to meet the ever-evolving needs of its constituents. In addition, a taskforce of literacy experts from across the state will work to update and expand Arizona's Continuum of Effective Literacy Practices (CELP), a practitioner's guide to the early years, to include grades 4-12.

### **Impact of Proposed Services**

The project services detailed above are of sufficient quality, intensity, and duration to have the desired impact on children who are disadvantaged and traditionally underrepresented, including children below 200% of poverty, children who are English learners, children with disabilities and children who are reading far below grade level. The project services and design outlined in Arizona's CLSD project help focus the work of programs and schools by setting targets for student learning and achievement, or improving systems, processes, and programs that will impact achievement. In the case of CLSD subgrantees, these strategies and action steps would be

those that have evidence of moderate or strong effectiveness as defined in ESSA and outlined in ADE guidance documents. Arizona's CLSD project ensures that those schools and programs demonstrating the highest need are able to identify and advance evidence-based interventions and strategies that impact students who are the most at risk for not achieving reading success.

## **V. Requirements, Competitive Preference Priorities, Assurances**

### **State Agency Early Childhood Program Collaboration**

ADE has a strong partnership with First Things First, Arizona's State agency responsible for administering early childhood education programs, and the Department of Economic Security (DES), the State agency responsible for administering childcare programs. Both agencies are ongoing collaborative partners with ADE and have played a role in the CLSD project proposal. In addition, Arizona's early literacy initiative, Read On Arizona, includes the Arizona Governor's Office of Education, Arizona State Board of Education, Arizona Department of Education, First Things First, philanthropic, local municipalities, regional, and local community partners all united in creating a continuum of supports and services to improve literacy outcomes. By leveraging this collective impact collaborative model focused on early literacy, Arizona's CLSD project ensures the sustainability and impact beyond instructional improvements.

### **Competitive Preference Priorities**

#### **Competitive Preference Priority 1: Applications from New Potential Grantees**

Arizona has not had an active discretionary grant under the Striving Readers Comprehensive Literacy (SRCL) grant program or the Comprehensive Literacy State Development (CLSD) grant program in the last five years. ADE received formula funding in 2010 to develop the state's first Literacy Instruction Plan. Since then Arizona has relied on state funding to implement key elements of the plan. Arizona has not received a Striving Readers Literacy Grant

or Comprehensive Literacy State Development Grant Award in any of the competitive years (2015-2019).

### **Competitive Preference Priority 2: Spurring Investment in Qualified Opportunity Zones**

Arizona's CLSD project will build capacity in communities identified as federally-qualified opportunity zones (QOZs). Subgrantee applicants providing services in one or more of the 168 QOZs identified in Arizona will receive priority points. Most QOZs in Arizona are in rural and tribal communities, with others embedded in urban areas. *[See Appendix L, ECE programs and K-12 schools in QOZ.]* Details on the services to be provided through Arizona's CLSD project and how these will include spurring investments of literacy supports and services in QOZs that are prioritized as part of the subgrantee application process is included in Section II, Project Design.

### **Competitive Preference Priority 3: Promoting Innovation and Efficiency, Streamlining Education with an Increased Focus on Improving Student Outcomes and Providing Increased Value to Students and Taxpayers**

Arizona's CLSD project includes a focus on leveraging existing Federal, State, and local resources to reduce redundancy, increase efficiency, and strengthen literacy programs and activities. The strong collaboration of Arizona's early literacy initiative, Read On Arizona (ROA), has created the infrastructure of a collaborative literacy network of local schools, community partners, and state agencies coordinating literacy supports and services to reduce duplication and increase evidence-based and innovative practices in the classroom, as well as opportunities that take place in and out of school-time settings. *[See Appendix M, Read On Arizona Overview.]* This CLSD project is structured to leverage Federal, State and local investments focused on early literacy birth through grade 3 and will build on and extend collaborative structure into grades 4-12, ensuring that subgrantees improve their capacity to use data to drive decision-making and have

access to evidence-based strategies to address the local gaps identified in the Comprehensive Needs Assessment conducted as part of the subgrantee application.

### **Assurances**

The Arizona Department of Education (ADE) will include in its application all assurances. ADE will assure that it will subgrant not less than 95 percent of grant funds to eligible entities (as defined in this notice), based on their needs assessment and a competitive application process, for comprehensive literacy instruction programs according to the funding allocations in Program Requirement (a).

ADE assures that it will use grant funds described in section 2222(f)(1) for comprehensive literacy instruction programs as follows: (i) Not less than 15 percent of such grant funds will be used for State and local programs and activities pertaining to children from birth through kindergarten entry. (ii) Not less than 40 percent of such grant funds will be used for State and local programs and activities, allocated equitably among the grades of kindergarten through grade 5. (iii) Not less than 40 percent of such grant funds will be used for State and local programs and activities, allocated equitably among grades 6 through 12.

ADE assures that it will give priority in awarding subgrants to eligible entities that serve children from birth through age 5, who are from families with income levels at or below 200 percent of the Federal poverty line (as defined in this notice); or are LEAs serving a high number or percentage of high-need schools.

ADE assures that it will provide subgrants to eligible entities serving a diversity of geographic areas, giving priority to entities serving greater numbers or percentages of children from low-income families.

## Other Attachment File(s)

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**Revised State Template for the  
Consolidated State Plan**

The Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act



**U.S. Department of Education  
Issued: March 2017**

OMB Number: 1810-0576  
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## Introduction

Section 8302 of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA),<sup>1</sup> requires the Secretary to establish procedures and criteria under which, after consultation with the Governor, a State educational agency (SEA) may submit a consolidated State plan designed to simplify the application requirements and reduce burden for SEAs. ESEA section 8302 also requires the Secretary to establish the descriptions, information, assurances, and other material required to be included in a consolidated State plan. Even though an SEA submits only the required information in its consolidated State plan, an SEA must still meet all ESEA requirements for each included program. In its consolidated State plan, each SEA may, but is not required to, include supplemental information such as its overall vision for improving outcomes for all students and its efforts to consult with and engage stakeholders when developing its consolidated State plan.

## Completing and Submitting a Consolidated State Plan

Each SEA must address all of the requirements identified below for the programs that it chooses to include in its consolidated State plan. An SEA must use this template or a format that includes the required elements and that the State has developed working with the Council of Chief State School Officers (CCSSO).

Each SEA must submit to the U.S. Department of Education (Department) its consolidated State plan by one of the following two deadlines of the SEA's choice:

- **April 3, 2017;** or
- **September 18, 2017.**

Any plan that is received after April 3, but on or before September 18, 2017, will be considered to be submitted on September 18, 2017. In order to ensure transparency consistent with ESEA section 1111(a)(5), the Department intends to post each State plan on the Department's website.

## Alternative Template

If an SEA does not use this template, it must:

- 1) Include the information on the Cover Sheet;
- 2) Include a table of contents or guide that clearly indicates where the SEA has addressed each requirement in its consolidated State plan;
- 3) Indicate that the SEA worked through CCSSO in developing its own template; and
- 4) Include the required information regarding equitable access to, and participation in, the programs included in its consolidated State plan as required by section 427 of the General Education Provisions Act. See Appendix B.

## Individual Program State Plan

An SEA may submit an individual program State plan that meets all applicable statutory and regulatory requirements for any program that it chooses not to include in a consolidated State plan. If an SEA intends to submit an individual program plan for any program, the SEA must submit the individual program plan by one of the dates above, in concert with its consolidated State plan, if applicable.

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<sup>1</sup> Unless otherwise indicated, citations to the ESEA refer to the ESEA, as amended by the ESSA.

**Consultation**

Under ESEA section 8540, each SEA must consult in a timely and meaningful manner with the Governor, or appropriate officials from the Governor's office, including during the development and prior to submission of its consolidated State plan to the Department. A Governor shall have 30 days prior to the SEA submitting the consolidated State plan to the Secretary to sign the consolidated State plan. If the Governor has not signed the plan within 30 days of delivery by the SEA, the SEA shall submit the plan to the Department without such signature.

**Assurances**

In order to receive fiscal year (FY) 2017 ESEA funds on July 1, 2017, for the programs that may be included in a consolidated State plan, and consistent with ESEA section 8302, each SEA must also submit a comprehensive set of assurances to the Department at a date and time established by the Secretary. In the near future, the Department will publish an information collection request that details these assurances.



## Cover Page

Contact Information and Signatures	
<b>SEA Contact (Name and Position):</b>  Kelly Koenig, Associate Superintendent	  T [REDACTED]
<b>Mailing Address:</b>  1535 W Jefferson St. Phoenix AZ 85007 Ben #5	<b>Email Address:</b>  [REDACTED]
<p>By signing this document, I assure that:</p> <p>To the best of my knowledge and belief, all information and data included in this plan are true and correct.</p> <p>The SEA will submit a comprehensive set of assurances at a date and time established by the Secretary, including the assurances in ESEA section 8304.</p> <p>Consistent with ESEA section 8302(b)(3), the SEA will meet the requirements of ESEA sections 1117 and 8501 regarding the participation of private school children and teachers.</p>	
<b>Authorized SEA Representative (Printed Name)</b>  Kathy Hoffman	T [REDACTED]

Contact Information and Signatures	
Signature of Authorized SEA Representative	Date:
Governor (Printed Name)  Douglas Ducey	Date SEA provided plan to the Governor under ESEA section 8540:  April 3, 2017
Signature of Governor	Date:

#### Programs Included in the Consolidated State Plan

*Instructions: Indicate below by checking the appropriate box(es) which programs the SEA included in its consolidated State plan. If an SEA elected not to include one or more of the programs below in its consolidated State plan, but is eligible and wishes to receive funds under the program(s), it must submit individual program plans for those programs that meet all statutory and regulatory requirements with its consolidated State plan in a single submission.*

☒ Check this box if the SEA has included all of the following programs in its consolidated State plan.

or

If all programs are not included, check each program listed below that the SEA includes in its consolidated State plan:

☐ Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

☐ Title I, Part C: Education of Migratory Children

- ☐ Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk
- ☐ Title II, Part A: Supporting Effective Instruction
- ☐ Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement
- ☐ Title IV, Part A: Student Support and Academic Enrichment Grants
- ☐ Title IV, Part B: 21st Century Community Learning Centers
- ☐ Title V, Part B, Subpart 2: Rural and Low-Income School Program
- ☐ Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)

**Instructions**

*Each SEA must provide descriptions and other information that address each requirement listed below for the programs included in its consolidated State plan. Consistent with ESEA section 8302, the Secretary has determined that the following requirements are absolutely necessary for consideration of a consolidated State plan. An SEA may add descriptions or other information, but may not omit any of the required descriptions or information for each included program.*

**A. Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies (LEAs)**

1. Challenging State Academic Standards and Assessments (ESEA section 1111(b)(1) and (2) and 34 CFR §§ 200.1–200.8.)<sup>2</sup>
2. Eighth Grade Math Exception (ESEA section 1111(b)(2)(C) and 34 CFR § 200.5(b)(4)):
  - i. Does the State administer an end-of-course mathematics assessment to meet the requirements under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA?  
  
☒ Yes  
  
☐ No
  - ii. If a State responds “yes” to question 2(i), does the State wish to exempt an eighth-grade student who takes the high school mathematics course associated with the end-of-course assessment from the mathematics assessment typically administered in eighth grade under section 1111(b)(2)(B)(v)(I)(aa) of the ESEA and ensure that:
    - a. The student instead takes the end-of-course mathematics assessment the State administers to high school students under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
    - b. The student’s performance on the high school assessment is used in the year in which the student takes the assessment for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA;
    - c. In high school:
      1. The student takes a State-administered end-of-course assessment or nationally recognized high school academic assessment as defined in 34 CFR § 200.3(d) in mathematics that is more advanced than the assessment the State administers under section 1111(b)(2)(B)(v)(I)(bb) of the ESEA;
      2. The State provides for appropriate accommodations consistent with 34 CFR § 200.6(b) and (f); and
      3. The student’s performance on the more advanced mathematics assessment is used for purposes of measuring academic achievement under section 1111(c)(4)(B)(i) of the ESEA and participation in assessments under section 1111(c)(4)(E) of the ESEA.  
☒ Yes  
  
☐ No

If a State responds “yes” to question 2(ii), consistent with 34 CFR § 200.5(b)(4), describe, with regard to this exception, its strategies to provide all students in the State the opportunity to be prepared for and to take advanced mathematics<sup>2</sup> course work in middle school.

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<sup>2</sup> The Secretary anticipates collecting relevant information consistent with the assessment peer review process in 34 CFR § 200.2(d). An SEA need not submit any information regarding challenging State academic standards and assessments at this time.

Arizona's Academic Standards for Mathematics are designed in a manner that allows any student to access advanced coursework.

- Specific "Plus" Standards have been identified allowing teachers to extend content for Algebra I, Geometry, and Algebra II.
- The Arizona Mathematics Standards for High School contain an additional set of standards that are found outside the limits of a high school Algebra 1, Geometry, or Algebra 2 minimum course of student as outlined by the Arizona Mathematics Standards. The plus standards are intended to be included in honors, accelerated, advanced courses, fourth credit courses, as well as extensions of the regular courses (Algebra 1, Algebra 2, and Geometry). Additionally, the plus standards provide opportunity for teachers to provide additional content for those students who have already demonstrated mastery of content.
- The SEA offers training in relation to the implementation of all academic standards, including Mathematics, at free or low cost to all LEAs. Additionally, the SEA's gifted and talented coordinator offers opportunities for professional development related to the identification and support of gifted and talented students in Arizona.
- All have the opportunity to offer advanced coursework to students. A student may begin taking Algebra I prior to high school.
- 2016-2017: For accountability, schools receive credit for their scores in both proficiency and acceleration/readiness category.
- 2017-2018: For accountability, students in Grade 8 who take high school end-of-course (EOC) Math will be able to be counted in accountability calculations.
- 2018-2019: For accountability Grade 8 students will be handled as in the prior two years.

3. Native Language Assessments (*ESEA section 1111(b)(2)(F) and 34 CFR § 200.6(f)(2)(ii)*):

- i. Provide its definition for "languages other than English that are present to a significant extent in the participating student population," and identify the specific languages that meet that definition.

Arizona is an English-only state; therefore, the state does not have a threshold for determining the languages, beyond English, that are present to a significant extent; however, the state recognizes that other languages are spoken by our students. For the purposes of ESSA, the SEA will define a language other than English present to a significant extent when that language exceeds 10% of the total tested population. Based on 2015-2016 data, the most prominent language, other than English, present to a significant extent in Arizona is Spanish at 4% which does not meet the threshold of 10%.

- ii. Identify any existing assessments in languages other than English and specify for which grades and content areas those assessments are available.

N/A

- iii. Indicate the languages identified in question 3(i) for which yearly student academic assessments are not available and are needed.

- iv. N/A

- v. Describe how it will make every effort to develop assessments, at a minimum, in languages other than English that are present to a significant extent in the participating student population including by providing

- a. The State's plan and timeline for developing such assessments including a description of how it met the requirements of 34 CFR §200.6(f)(4);
- b. A description of the process the State used to gather meaningful input on the need for

assessments in languages other than English, collect and respond to public comment, and consult with educators; parents and families of English learners; students, as appropriate; and other stakeholders; and

- c. As applicable, an explanation of the reasons the State has not been able to complete the development of such assessments despite making every effort.

By Arizona State Statute, Arizona is an English-only state. A.R.S. § 15-755 designates that assessments be given in English. A.R.S. § 15-752 requires that all instruction be in English.

4. Statewide Accountability System and School Support and Improvement Activities (ESEA section 1111(c) and (d)):

i. Subgroups (ESEA section 1111(c)(2)):

- a. List each major racial and ethnic group the State includes as a subgroup of students, consistent with ESEA section 1111(c)(2)(B).

The major subgroups are as follows: American Indian/Native American, Asian, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, White, and Multiple Races. The State will also use the following required subgroups in the accountability system: Economically disadvantaged students, children with disabilities, and English Learners.

- b. If applicable, describe any additional subgroups of students other than the statutorily required subgroups (*i.e.*, economically disadvantaged students, students from major racial and ethnic groups, children with disabilities, and English Learners) used in the Statewide accountability system.

The State, at the request of stakeholders, will also track students who take advanced math end-of-course assessments prior to high school. These groups will be part of the K-8 acceleration measures described below.

- c. Does the State intend to include in the English Learner subgroup the results of students previously identified as English Learners on the State assessments required under ESEA section 1111(b)(2)(B)(v)(I) for purposes of State accountability (ESEA section 1111(b)(3)(B))? Note that a student's results may be included in the English Learner subgroup for not more than four years after the student ceases to be identified as an English Learner.

☒ Yes

☐ No

- d. If applicable, choose one of the following options for recently arrived English Learners in the State:

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i); or

☒ Applying the exception under ESEA section 1111(b)(3)(A)(ii); or

☐ Applying the exception under ESEA section 1111(b)(3)(A)(i) or under ESEA section 1111(b)(3)(A)(ii). If this option is selected, describe how the State will choose which exception applies to a recently arrived English learner.

N/A

ii. Minimum N-Size (ESEA section 1111(c)(3)(A)):

- a. Provide the minimum number of students that the State determines are necessary to be included to carry out the requirements of any provisions under Title I, Part A of

the ESEA that require disaggregation of information by each subgroup of students for accountability purposes.

Arizona's federal system of accountability for all Arizona public schools and LEAs, the final n-size will be 20 as that number is large enough to provide valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information.

Arizona's state accountability measures use an n-count of 10 based on many discussion and hearings at the board of education meetings. The main decision factor was to hold more schools accountable for the students that they serve.

- b. Describe how the minimum number of students is statistically sound.

An n-size of 20 was established as that number is large enough to provide statistically valid and reliable results, but small enough to ensure schools are held accountable. Additionally, this n-size offers privacy protection for those subgroups too small to report without disclosing personally identifiable information. Arizona's state accountability using a n-count of 10 is in line with the lowest number allowed by FERPA.

- c. Describe how the minimum number of students was determined by the State, including how the State collaborated with teachers, principals, other school leaders, parents, and other stakeholders when determining such minimum number. Below is a table displaying how varying n-sizes could impact Arizona schools and the accountability system. This table shows how many schools could be excluded from accountability by subgroup depending on the n-size that is selected. As expected, the smaller the n-size, the more schools that would be included in accountability. The decision regarding n-size needs to be balanced with statistical validity and reliability. The A-F Ad Hoc committee that proposed this n-size consisted of teachers, superintendents, parents, educational lobbyists and State Board of Education members. The committee reviewed data and made recommendations. The State Board of Education also did a month-long roadshow, including an online survey and 18 face-to-face meetings, to incorporate feedback from all stakeholders prior to the State Board of Education making final decisions. Thus, a final n-size of 20 has been determined and approved by the State Board of Education.

Demographic	Total Students	Total Schools	N30	N25	N20	N10
<b>African American</b>	91,541	2401	1,165	1,072	956	668
<b>American Indian</b>	74,531	2401	1,679	1,577	1,474	1,079
<b>Hispanic/Latino</b>	692,634	2401	401	365	332	244
<b>Asian</b>	42,262	2401	1,443	1,367	1,278	958
<b>Hawaiian</b>	5,251	2401	1,413	1,412	1,408	1,355
<b>White</b>	604,639	2401	502	445	373	242
<b>Multi-Racial</b>	43,926	2401	1,585	1,433	1,264	831

<b>English Learner</b>	95,788	2401	1,239	1,161	1,057	734
<b>Economically Disadvantaged</b>	630,602	2401	878	858	843	805
<b>Children with Disabilities</b>	167,907	2401	948	867	780	562

- d. Describe how the State ensures that the minimum number is sufficient to not reveal any personally identifiable information.<sup>3</sup>  
Arizona Department of Education suppresses aggregate data that falls below the minimum n-size to ensure that student information is protected.  
Additional ways to protect data are also being discussed.

Student privacy is of utmost importance when reporting data and will be ensured for all students and subgroups.

- e. If the State's minimum number of students for purposes of reporting is lower than the minimum number of students for accountability purposes, provide the State's minimum number of students for purposes of reporting.  
N/A

*iii. Establishment of Long-Term Goals (ESEA section 1111(c)(4)(A)):*

a. Academic Achievement. (ESEA section 1111(c)(4)(A)(i)(I)(aa))

1. Describe the long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments, for all students and for each subgroup of students. including: (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

Arizona proposes setting long-term achievement goals that are ambitious and attainable for all schools. The long-term goals for academic achievement focus on student growth as well as student proficiency on our state-wide assessments for English Language Arts and mathematics. Because our state-wide assessment is given every year, from the third grade to the junior year, long-term goals and measures of interim progress (MIPs) have been created for every tested grade level. Additionally, because it is important to track the achievement, because it is important to track the achievement of all students while simultaneously encouraging the growth of individual groups of students, goals that address a wide variety of student subgroups have also been created. By separating out groups of students, both the State Education Agency (SEA) and the Local Educational Agencies (LEAs) will be better equipped to direct services and supports where they are most needed. Failure to do so will result in a continuing pattern of wide achievement gaps among student subgroups. To this end, the team created additional subgroups, beyond those required by ESSA, titled Algebra

<sup>3</sup> Consistent with ESEA section 1111(i), information collected or disseminated under ESEA section 1111 shall be collected and disseminated in a manner that protects the privacy of individuals consistent with section 444 of the General Education Provisions Act (20 U.S.C. 1232g, commonly known as the "Family Educational Rights and Privacy Act of 1974"). When selecting a minimum n-size for reporting, States should consult the Institute for Education Sciences report "[Best Practices for Determining Subgroup Size in Accountability Systems While Protecting Personally Identifiable Student Information](#)" to identify appropriate statistical disclosure limitation strategies for protecting student privacy.

1 Prior to High School, Geometry Prior to High School, and Algebra 2 Prior to High School to better track the exceptional work that our LEAs are doing with advanced learners and to recognize their efforts in this area. Scores reported at the subgroup level allow the SEA to discover LEAs who are having great successes with students. In this manner, the SEA can facilitate peer-to-peer learning networks in the support of student academic achievement. Because some of our student groups lag far behind others, they will have to grow at a significantly greater rate to close proficiency gaps. Creating a peer-to-peer network will assist LEAs in achieving these rapid growth rates through Arizona specific, evidence-based practices to bring a more equitable educational opportunity to all students.

The work of setting long-term goals and MIPs requires the expertise of many. The creation of Arizona's goal-setting methodology began last year through a multi-sector, collaborative process involving business, community, educators, policymakers, and parents. The Arizona Education Progress Meter, <http://education.azgovernor.gov/edu/progress>, utilized data and statistical procedures to develop goals for multiple facets of education. Important to this ESSA State Plan is their work in the area of 3rd grade reading and 8th grade mathematics. Two working groups met for just over one year to lay a foundation for goals in these two areas. Both teams looked at a variety of data sources to build goal recommendations: AzMERIT ELA and Mathematics results, Move on When Reading trends, NAEP assessment data, as well as other nationally recognized assessments. Additionally, each team used psychometricians from our state universities to assist in validating goal choices. Though this work focused on 3rd grade reading and 8th grade mathematics, it created a firm foundation for work on the remainder of the grade levels. By linking the Progress Meter to the ESSA long-term goals and MIPs, Arizona ensures a coherent system of goals that will be supported by the entire state rather than a disjointed set of initiatives which serves to cause confusion, fracture funding, and derail improvement initiatives. This alignment is essential to the success of these goals and will ultimately lend to the coherence of school funding. As Arizona continues, through both federal and state funds, to fine tune funding streams for our LEAs, the committee felt it important to recognize the need for consistent funding. Through consistent and reliable funding, innovative strategies to support all learners can be developed and sustained.

Additionally, consistent and reliable funding assists LEAs in building a strong cadre of teachers and leaders to fully support learners within our Arizona schools and to accelerate the closing of proficiency gaps.

Several assumptions guided the work of both the Progress Meter teams and the ESSA long-term goals/MIPs team: focus on equity for all students, strategies must accompany goals in order to accelerate outcomes, initiative alignment is imperative, target goals will be adjusted when more longitudinal data is available, and goals are intended to define an aspirational end point rather than model projections of current progress. Additionally, specific criteria were put into place to guide the formation of long-term goals and MIPs: ambitious, attainable, proficiency gaps close, and all LEAs show growth including those

above the target indicator. To encourage growth in our top-performing groups of students, the team, as further outlined below, is recommending a final proficiency measure of “at least” 90 percent. Because some of our subgroups are already close to 90 percent proficiency, the “at least” designation indicates that growth beyond 90 percent proficiency is expected when attainable. Our current reality indicates that half of LEAs are below the state average; therefore, aggressive improvement is of vital importance. It is important to note, however, that Arizona has only two years of data for its state-wide assessments.

Psychometrically speaking, this is not adequate data to predict trends. Therefore, these long-term goals and MIPs will need to be reevaluated as additional state-wide data is received to ensure that our criteria of ambitious and attainable are met.

#### Methodology:

Arizona will use the same methodology for creating long-term goals and MIPs for both ELA and mathematics. Additionally, the methodology is designed to be highly transparent so that schools and communities will be able to clearly understand expectations as they ramp up over the next few years. Finally, MIPs are set for every three years to allow districts and schools time to implement strategies to support improvement efforts before they are compared against interim measures. In future years, when more data is available, the team is highly interested in considering additional growth measures. Specifically, the team would like to recognize those students who, although not at full proficiency, are on-track to meet proficiency within a certain period of time. In this manner, schools who work with high numbers of underachieving students will be recognized for their work in accelerating achievement. Until we have more data, however, developing an “on-track” measure is not possible.

#### Proficiency Gap Reduction Strategy:

- 1) 2016 state-wide English Language Arts and mathematics assessment data will be set as the baseline year. As 2015 was the first year of our new state-wide assessment administration, this year was not set as the baseline year. Due to the new test format, adjusted test administration procedures, and movement to online testing, the first year was viewed as a pilot year and thus not a good choice for a baseline year.
- 2) Long-Term Goal #1: By 2027-2028, close proficiency gaps by at least 50 percent.
  - a) The proficiency gap is defined as the difference between 90 percent proficiency and baseline subgroup proficiency.
  - b) This gap divided in half forms the expected growth percentage for each subgroup
  - c) MIPs set for every three years provide LEAs with benchmarks to meet expected growth percentages
  - d) Note that not all subgroups will end at equal levels of proficiency. Due to the wide gap in proficiency levels between subgroups, the team determined that while requiring all subgroups to be at the same level of proficiency at the end of long-term goal #1 is

- ambitious, it would not meet our criteria of attainability.
- e) Subgroups who close the proficiency gap by 50 percent prior to 2027-2028 must continue to show proficiency gains; thus, the rationale for setting an “at least” measure for this goal.
  - f) Incentives are likely to be built into the statewide accountability system to reward schools who make faster progress toward these goals.
- 3) School and district report cards will display progress toward these goals on an annual basis Long-Term Goal #2: By 2039-2040, all subgroups must reach at least 90 percent proficiency on ELA and mathematics state-wide assessments.
- a) Continue setting MIPs every three years until all subgroups reach 90 percent proficiency.
  - b) Subgroups who meet 90 percent proficiency prior to 2039-2040 must continue to show improvement gains; thus, the rationale for setting an “at least” measure for this goal.

The data tables provide examples of the MIPs that need to be met by schools to close the proficiency gap by 50 percent in 2027 and, ultimately, achieve an overall proficiency of 90 percent by 2039.

2. Provide the measurements of interim progress toward meeting the long-term goals for academic achievement in Appendix A.  
See response 1 in this section and Appendix A.

Describe how the long-term goals and measurements of interim progress toward the long-term goals for academic achievement take into account the improvement necessary to make significant progress in closing statewide proficiency gaps.

As noted above and as shown in Appendix A, there are wide gaps in proficiency between subgroups. As a result, Arizona is requiring that proficiency gaps be reduced by at least 50 percent as our first long-term goal. In this manner, schools and LEAs will be able to implement evidence-based strategies specifically designed for the struggling students that they serve while still being granted an adequate amount of time to implement these strategies with fidelity. Additionally, our first long-term goal ensures that all groups, even our lowest performing, will be at or very near 50 percent proficiency. This represents a proficiency jump of over 40 percent for some subgroups but does not slow the progress of those groups who currently achieve at higher levels

b. Graduation Rate. (ESEA section 1111(c)(4)(A)(i)(I)(bb))

1. Describe the long-term goals for the four-year adjusted cohort graduation rate for all students and for each subgroup of students, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State, and (2) how the long-term goals are ambitious.

The A-F Ad Hoc Committee as established by the State Board of Education approved a long-term goal of 90 percent for 4-year graduation rate by 2030. This goal was established by a diverse group of stakeholders representing multiple educational partners who have collaboratively developed indicators, known as the Progress Meter, to help further assess the status of education for the state as a whole and for counties, LEAs and schools, where data are available. There are currently more than 100 individuals working to collaboratively set goals for each indicator by the end of this year. This goal was established by reviewing the 2014 average all student high school graduation rate of the top 10 attainment states in the country (83.3 percent), the 2015 average all student high school graduation rate of the top nine graduation rates in the country (89 percent), and the 2015 average all student graduation rate of all states (82 percent) and comparing it to Arizona's 2015 all student graduation rate (77 percent). In addition, the stakeholders reviewed the 2015 graduation rates of subgroups in Arizona. Interim progress measures for each subgroup are set at three-year intervals to allow time for schools to fully implement strategies to improve graduation rates. This long-term goal was presented to the State Board of Education.

2. If applicable, describe the long-term goals for each extended-year adjusted cohort graduation rate, including (1) the timeline for meeting the long-term goals, for which the term must be the same multi-year length of time for all students and for each subgroup of students in the State; (2) how the long-term goals are ambitious; and (3) how the long-term goals are more rigorous than the long-term goal set for the four-year adjusted cohort graduation rate. At this time, no long-term goals have been established for extended-year graduation rates. If the A-F Ad Hoc Committee and/or the State Board of Education would like to establish goals for the extended-year rates, they may do so.
  3. Provide the measurements of interim progress toward the long-term goals for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate in Appendix A. Interim progress measures for each subgroup are set at three-year intervals to allow time for schools to fully implement strategies to improve graduation rates. These measures of interim progress are fully outlined in Appendix A.
  4. Describe how the long-term goals and measurements of interim progress for the four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rate take into account the improvement necessary to make significant progress in closing statewide graduate rate gaps.
  5. By 2030, all subgroups are expected to achieve a 90 percent graduation rate. In order to accomplish this ambitious goal, some subgroup populations will need to improve at faster rates than others. Appendix A details the exact measures of interim progress for each subgroup which will lead toward our 90 percent goal by 2030.
- c. English Language Proficiency. (ESEA section 1111(c)(4)(A)(ii))
1. Describe the long-term goals for English Learners for increases in the percentage of such students making progress in achieving English language proficiency, as measured by the statewide English language proficiency assessment, including: (1) the State-determined timeline for such students to achieve English language

proficiency and (2) how the long-term goals are ambitious.

The goal is to outline the projected interim progress of English language learners (EL) in the state of Arizona, and the actual progress achieved to date. The primary objective is to increase the number of students achieving progress toward EL proficiency by 3% per year, from fiscal year (FY) 2018 to FY 2028, for an overall EL growth rate of 6% per year in 2028. Including these interim objective growth rates in the following chart allows a direct comparison of recent years, the impact of cut scores changes on growth measurement, and projects the direction the state of Arizona is headed in the coming years.

2. Provide the measurements of interim progress toward the long-term goal for increases in the percentage of English learners making progress in achieving English language proficiency in Appendix A.

Arizona identifies an English learner as making progress in achieving English language proficiency if that student has increased their English language achievement by at least one proficiency level in the specified academic year. English language proficiency levels used in the calculation include pre-emergent/emergent, basic/intermediate (low), intermediate (high), and proficient achievement levels. Students are included in the calculation if they have current and prior year test scores for the year evaluated. Therefore, students who missed a yearly reassessment test will not be included for that year. Data is categorized into grade-bands. Grade-band 1 includes grades 1 through 3, grade-band 2 includes grades 4 through 6, and grade-band 3 includes grades 7 through 12. Kindergarten is separated from these grade bands and results are provided with and without kindergarten EL students.

In FY 2016 the cut scores for English language proficiency were changed, impacting the progress rates and reclassification rates for English learners, and is illustrated in Table I of Appendix A. This information is included to demonstrate that comparative interim progress cannot precede FY 2016 for this measure, and therefore begins in FY 2017. In the lower portion of the table, weighted growth percent assigns two times the weight for students who improved one achievement levels in one year, and three times the weight for students who improved three achievement levels in that time. The weighted growth measure aligns with the school accountability system for Arizona state schools.

Table II provides more detail about student's EL growth in FY 2018. The top portion of the table provides the percentages of each grade-band who achieved each level of achievement. Table III further details those students who were at the high-intermediate\_range of EL achievement in FY 2017 and remained in that achievement range throughout FY 2018.

iv. Indicators (ESEA section 1111(c)(4)(B))

Though the Arizona Department of Education and the State Board of Education's vision was to create a unified state and federal system of accountability for all Arizona public schools and Local Educational Agencies (LEAs), the interpretation of ESSA law related to accountability contradicted the requirements of Arizona State law related to the A-F Letter Grade

Accountability System required by Arizona Revised Statutes § 15-241. Specifically A.R.S. § 15-241(H) requires the State Board of Education to “use achievement profiles appropriately to assess the educational impact of accommodation schools, alternative schools and extremely small schools, may develop profiles for schools that participate in the board examination system prescribed in Arizona chapter 7, article 6 of this title and schools that participate in Arizona online instruction pursuant to section 15-808 and may develop other exceptions as prescribed by the state board of education for the purposes of this section.” As a result, the Arizona A-F system cannot be used for federal meaningful differentiation. Therefore, the Federal system of meaningful differentiation includes all schools (traditional and alternative) using one set of measures. The federal system will identify Comprehensive and Targeted Support and Improvement schools as required by ESEA section 1111(c)(4)(D).

#### **K-8 Schools**

Proficiency	60%
Growth	20%
<u>EL (Achievement and growth)</u>	<u>10%</u>
Chronic Absenteeism	10%

#### **9-12 Schools**

Proficiency	60%
Graduation Rate	20%
<u>EL (Achievement and growth)</u>	<u>10%</u>
Drop-out	10%

ELL: 10%

- ELL Proficiency (5%): using AZELLA, schools get points based on their percentage of students proficient compared to the state average ELL proficiency.
- ELL Growth (5%): schools get points based on their student’s growth (change in performance levels) aggregated to the school level compared to the state’s average change in performance levels the prior year.
- The following students count: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.

Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points not 100

$$EL \text{ School Proficiency } \% = 100 \left[ \frac{(No. \text{ of } AZELLA \text{ FAY students proficient on } AZELLA)}{(No. \text{ of } AZELLA \text{ FAY students with an } EL \text{ need, including parent withdrawals, who had a valid current } AZELLA \text{ proficiency level})} \right]$$

To earn proficiency points, the school’s EL proficiency percentage is compared to the State’s current year proficiency percentage.

**EL K – 8 Statewide CY Proficiency %**

$$= 100 \left[ \frac{(\text{Sum of School Averages that have the necessary AZELLA FAY } n - \text{count})}{(\text{No. of Schools that have the necessary AZELLA FAY } n - \text{count to be eligible for points})} \right]$$

Up to 5 points are awarded for proficiency using the following system:

<b>TRANSFORMED</b>	<b>Range</b>	<b>Points</b>
EL Proficiency is greater than or equal to the EL Statewide Current Year Percent Proficient	To be determined	5
EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -0.01 and -0.50	To be determined	4
EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -0.51 and -1.00	To be determined	3
EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -1.01 and -2.00	To be determined	2
EL Proficiency standard deviation compared to the EL Statewide Current Year Percent Proficient is between -2.01 and -3.00	N/A	1
If a school's EL Proficiency is 0%, due to no reclassification	0.0000	0

EL growth calculates the growth percentage of EL students using their current year compared to prior year AZELLA results, unless they are kindergarten students in which case the placement test is compared to the current year reassessment. In addition, any student who takes a placement exam for the first time by October 1<sup>st</sup> and then takes a spring reassessment will be included. Students who had a placement exam in one school and a reassessment in another school within the same school year will not be included as they will not qualify as FAY.

The table below shows how many points each level of growth is worth. Students who had a placement exam in one school and a reassessment in another school within the same school year will not be included as they will not qualify as AZELLA FAY.

Prior Year Achievement Level (or Placement Test for kindergarten students)	Current Year Achievement Level	Point Value
Basic/Intermediate	Intermediate	1
Pre-Emergent/Emergent	Basic	
Basic	Intermediate	
Intermediate	Proficient	
Pre-Emergent/Emergent	Intermediate	2
Basic/Intermediate	Proficient	

Basic	Proficient	
Pre-Emergent/Emergent	Proficient	3

The following formula is used to calculate growth:

$$EL\ School\ Growth\ \% = 100 \left[ \frac{\begin{aligned} &(No.\ of\ AZELLA\ FAY\ students\ who\ increased\ one\ proficiency\ level) \\ &+ (No.\ of\ AZELLA\ FAY\ student\ who\ increased\ two\ proficiency\ levels\ x\ 2.0) \\ &+ (No.\ of\ AZELLA\ FAY\ students\ who\ increased\ three\ proficiency\ levels\ X\ 3.0) \end{aligned}}{No.\ of\ AZELLA\ FAY\ students\ tested\ with\ an\ EL\ need,\ including\ parent\ withdrawals\ with\ a\ valid\ current\ and\ prior\ year\ AZELLA\ proficiency\ level} \right]$$

To earn growth points, the school's EL growth percentage is compared to the State's current year growth percentage.

$$EL\ K - 8\ Statewide\ Current\ Year\ Growth\ Percent = 100 \left[ \frac{(Sum\ of\ EL\ Growth\ of\ all\ schools\ AZELLA\ FAY\ n - count\ to\ be\ eligible\ for\ points)}{No.\ of\ schools\ that\ have\ the\ necessary\ AZELLA\ FAY\ n - count\ to\ be\ eligible\ for\ points} \right]$$

Up to 5 points are awarded for growth using the following system:

TRANSFORMED	Range	Points
EL Growth is greater than or equal to the EL Statewide Current Year Percent Growth	To be determined	5
EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -0.01 and -0.50	To be determined	4
EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -0.51 and -1.00	To be determined	3
EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -1.01 and -2.00	To be determined	2
EL Growth standard deviation compared to the EL Statewide Current Year Percent Growth is between -2.01 and -3.00	To be determined	1
If a school's EL Growth is 0%, due to no Growth	0.0000	0

#### Chronic Absenteeism (10%)

- Chronic absenteeism: students absent for 10% or more of the year (18+ days) The calculation will not include documented chronically ill students. It will also not include kindergarten as they are not required to attend school by state law.
  - A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage = 5 points
  - A school's current year and prior year chronic absenteeism percentage equals 0 = 5 points

- A school's current year chronic absenteeism percentage is greater than the school's prior year chronic absenteeism percentage = 0 points

#### 9-12 Schools

- ELL: 10%
  - ELL Proficiency (5%): using AZELLA, schools get points based on their percentage of students proficient compared to the state average ELL proficiency.
  - ELL Growth (5%): schools get points based on their student's growth (change in performance levels) aggregated to the school level compared to the state's average change in performance levels the prior year.
  - The following student counts: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.

Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points not 100

- Drop-out: (10%)
  - 100% - the percentage of current fiscal year dropout.
- Graduation Rate (ADE 5-year cohort graduation rate): (20%)
  - a. Academic Achievement Indicator. Describe the Academic Achievement indicator, including a description of how the indicator (i) is based on the long-term goals; (ii) is measured by proficiency on the annual Statewide reading/language arts and mathematics assessments; (iii) annually measures academic achievement for all students and separately for each subgroup of students; and (iv) at the State's discretion, for each public high school in the State, includes a measure of student growth, as measured by the annual Statewide reading/language arts and mathematics assessments.

Indicator	Measure(s)
Academic Achievement	Current considerations for all grades include AzMERIT and MSAA ELA and Math Proficiency calculation.
Academic Progress	There will not be a growth measure for high school.

- b. Indicator for Public Elementary and Secondary Schools that are Not High Schools (Other Academic Indicator). Describe the Other Academic indicator, including how it annually measures the performance for all students and separately for each subgroup of students. If the Other Academic indicator is not a measure of student growth, the description must include a demonstration that the indicator is a valid and reliable statewide academic indicator that allows for meaningful differentiation in school performance. The other academic indicator for public schools that are not high schools is dropout.
- c. Graduation Rate. Describe the Graduation Rate indicator, including a description of (i) how the indicator is based on the long-term goals; (ii) how the indicator annually measures graduation rate for all students and separately for each subgroup of students; (iii) how the indicator is based on the four-year adjusted cohort graduation rate; (iv) if the

State, at its discretion, also includes one or more extended-year adjusted cohort graduation rates, how the four-year adjusted cohort graduation rate is combined with that rate or rates within the indicator; and (v) if applicable, how the State includes in its four-year adjusted cohort graduation rate and any extended-year adjusted cohort graduation rates students with the most significant cognitive disabilities assessed using an alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State- defined alternate diploma under ESEA section 8101(23) and (25).

- d. Progress in Achieving English Language Proficiency (ELP) Indicator. Describe the Progress in Achieving ELP indicator, including the State’s definition of ELP, as measured by the State ELP assessment.

Indicator	Measure(s)	Description
Progress in Achieving English Language Proficiency	Current considerations include AZELLA Proficiency and Growth calculations	<p>ELL Growth (5%): schools get points based on their student’s growth (change in performance levels) aggregated to a school level compared to the state’s average change in performance levels the prior year.</p> <p>The following student counts: current ELL status, including recent arrivals, with AZELLA scores; with two AZELLA scores to measure growth.</p> <p>Schools with fewer than 20 FAY, ELLs do not get these points. Their point total is calculated with a maximum of 90 points, not 100.</p>

- e. School Quality or Student Success Indicator(s). Describe each School Quality or Student Success Indicator, including, for each such indicator: (i) how it allows for meaningful differentiation in school performance; (ii) that it is valid, reliable, comparable, and statewide (for the grade span(s) to which it applies); and (iii) of how each such indicator annually measures performance for all students and separately for each subgroup of students. For any School Quality or Student Success indicator that does not apply to all grade spans, the description must include the grade spans to which it does apply.

Indicator	Measure(s)
School Quality or Student Success	<p><u>School Quality and Success indicators for K-8 schools:</u></p> <p>Chronic absenteeism: students absent for 10% or more of the year (18+ days)</p> <ul style="list-style-type: none"> <li>• A school's current year chronic absenteeism percentage is less than the school's prior year chronic absenteeism percentage = 5 points</li> <li>• A school's current year and prior year chronic absenteeism percentage equals 0 = 5 points</li> <li>• A school's current year chronic absenteeism percentage is greater than the school's prior year chronic absenteeism percentage = 0 points</li> </ul> <p><u>School Quality and Success indicators for 9-12 schools:</u></p> <ul style="list-style-type: none"> <li>• Drop-out</li> </ul>

v. Annual Meaningful Differentiation (ESEA section 1111(c)(4)(C))

- a. Describe the State's system of annual meaningful differentiation of all public schools in the State, consistent with the requirements of section 1111(c)(4)(C) of the ESEA, including a description of (i) how the system is based on all indicators in the State's accountability system, (ii) for all students and for each subgroup of students. Note that each state must comply with the requirements in 1111(c)(5) of the ESEA with respect to accountability for charter schools.

Arizona has two accountability systems. Though the State Board of Education sought to create a unified state and federal accountability system, ESSA law contradicts Arizona State law requirements for separate A-F Letter Grade Accountability Systems for traditional and alternative schools (Arizona Revised Statute §15-241).

The Federal system creates a system of meaningful differentiation which includes all schools using one set of measures. The federal system will identify Comprehensive and Targeted Support and Improvement schools as required by ESEA section 1111(c)(4)(D).

- b. Describe the weighting of each indicator in the State's system of annual meaningful differentiation, including how the Academic Achievement, Other Academic, Graduation Rate, and Progress in ELP indicators each receive substantial weight individually and, in the aggregate, much greater weight than the School Quality or Student Success indicator(s), in the aggregate.

K-8 schools		9-12 Schools		Combination including 12		Combination <u>NOT</u> including 12	
Proficiency	60%	Proficiency	60%	Proficiency	60%	Proficiency	60%
Growth	20%			Growth	10%	Growth	20%
EL (Achievement and growth) 10%		EL (Achievement and growth) 10%		EL (Achievement and growth) 10%		EL (Achievement and growth) 10%	
Chronic Absenteeism	10%			Chronic Absenteeism	10%	Chronic Absenteeism	5%
		Drop -out	10%	Drop -out	5%	Drop -out	5%
		Graduation Rate	20%	Graduation Rate	5%		

- c. If the States uses a different methodology for annual meaningful differentiation than the one described in 4.v.a. above for schools for which an accountability determination cannot be made (*e.g.*, P-2 schools), describe the different methodology, indicating the type(s) of schools to which it applies.

#### Procedure and Inclusion Criteria

The K-2 model calculates the percentage points that these school types will receive when the proper conditions are met. There are two indicators for this model, proficiency and English language learning (EL). Proficiency is based on the AzMERIT or MSAA English Language Arts (ELA) and Math statewide tests. The EL calculations are based on the AZELLA statewide test for English language learning proficiency levels. The proficiency indicator is worth 90% of the overall score. The EL indicator is worth 10% of the overall score.

To be eligible for participation in the K-2 model schools must have 20 FAY students in each indicator. The two indicators are calculated with different groups of students. Specifically, the group of students included in the proficiency calculations are those students who attended three full academic years (FAY) at the K-2 school and have taken the AzMERIT or MSAA assessments in their third-grade year. The entity where the student took the third-grade assessments is not considered in these calculations. The three-year FAY K-2 school earns the credit for educating the students prior to their third-grade school year. Therefore, the proficiency indicator is applied to a prior year group of students. Proficiency results are worth 90% of a K-2 school's letter grade. If a school does not have the n-count of 20 FAY students, the schools assessment records are pooled for three years to obtain proficiency points on the state assessment. Recently Arrived English Learner (RA EL) students are excluded from proficiency calculations for ELA only.

English language learner calculations include students currently attending the K-2 school. Kindergarten, first grade, and second grade students who are present in the school for a full academic school year, through the end of the AZELLA testing window, are eligible for inclusion. The school must have at least 20 of these FAY students to be eligible for EL points. Five points are possible for EL growth, which is defined as an increase in English language proficiency of one or more levels from the prior testing period to the current testing period. Five points are possible for EL proficiency, which is defined as testing proficient in the current year, given that the student had an EL need on prior assessments. The EL growth and proficiency points are combined for a total possible 10 points.

Schools must qualify for at least the proficiency portion of the model to be eligible for an overall score. Twenty out of 22 K-2 schools met this requirement and are eligible for points. Of these 22 schools, ten met the requirements for EL points and twelve did not. Where schools were not eligible for EL points, their overall points scale was adjusted to 90 eligible points. Where schools were eligible for both proficiency and EL points, the scale totals 100 eligible points. If schools did not meet the requirements for proficiency, they were not eligible for inclusion in the model as the proficiency component is 90% of the overall model.

### **Highlights**

- 91% of K2 schools in the state meet the FAY requirements for proficiency points (20/22)
- 45% of K2 schools in the state meet the FAY requirements for EL points (10/25), but only 40% of these schools have enough proficiency points to be eligible for a letter grade.

### **Notes about the Methodology for the EL Indicator**

Although only 8 schools received points for the EL indicator, 10 schools met the requirements for the EL indicator and were included in the calculations for the distribution of statewide EL growth and EL proficiency for this model. There were important details to be considered in the decision to use this procedure, which is the same procedure used for the K-8 and 9-12 letter grade models. Despite only including 10 schools, we aim to show that the K-2 statewide EL proficiency and growth averages are statistically sound.

The calculations for EL proficiency and growth aggregate student level data to the school level. At the school level a proficiency rate and growth rate are calculated for each school that contains 20 EL Fay students. These proficiency and growth rates are then transformed to normalize their distribution. They are then aggregated to a statewide level. The means and standard deviations are calculated at the statewide level and used for converting school's proficiency and growth rates into points. When the proficiency and

growth rates of the population of students is compared to the proficiency and growth rates of the averages of schools (discussed above) they are within 1% of each other. These values are nearly exact because the population of students that is aggregated to school levels encompasses 743 EL K-2 students, which is well above the threshold for statistical power.

In other words, whether the statewide proficiency/growth rate is calculated by summing across all students or by averaging across schools, the outcome is the same. The similarities of these values are below. These results are from Fiscal Year 2018, but similar results have occurred in Fiscal Year 2018 leading to the reliability of the model year to year:

Calculation	Student Population	School Averaged	Difference
Growth Rate	0.89769	0.90754	0.00985
Proficiency Rate	0.38953	0.39714	0.00761

However, it is necessary to use the averages across the 12 schools because their distribution provides the means and standard deviations necessary to convert proficiency and growth into a points system. This step cannot be done at the student level and then directly aggregated to the state level, it must first be aggregated to the eligible schools. Although the closeness of these values justifies the statistical soundness of a statewide average based on 12 eligible schools, despite being a low number. The population of students embedded in these schools is sufficient to fit the law of large numbers.

vi. Identification of Schools (ESEA section 1111(c)(4)(D))

- a. Comprehensive Support and Improvement Schools. Describe the State's methodology for identifying not less than the lowest- performing five percent of all schools receiving Title I, Part A funds in the State for comprehensive support and improvement.

**Lowest-Performing Schools:**

Lowest Performing Schools: The following indicators will be used to identify a minimum of the lowest- performing five percent of all schools receiving Title I, Part A funds as comprehensive support and improvement schools for low achievement:

**K-8 schools**

Proficiency	60%
Growth	20%
EL (Achievement and growth)	10%
Chronic Absenteeism	10%

**9-12 Schools**

Proficiency	60%
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Graduation Rate	20%
EL (Achievement and growth)	10%
Drop-out	10%

- b. Comprehensive Support and Improvement Schools. Describe the State’s methodology for identifying all public high schools in the State failing to graduate one third or more of their students for comprehensive support and improvement.

All high schools with 5-year cohort graduation rate of less than 66.7% will be identified for Comprehensive Support and Improvement for low graduation rate.

- c. Comprehensive Support and Improvement Schools. Describe the methodology by which the State identifies public schools in the State receiving Title I, Part A funds that have received additional targeted support under ESEA section 1111(d)(2)(C) (based on identification as a school in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State’s methodology under ESEA section 1111(c)(4)(D)) and that have not satisfied the statewide exit criteria for such schools within a State- determined number of years.

**Subgroup Achievement.**

Any Additional Targeted Support and Improvement school receiving Title I, Part A funds identified in 2018-2019 that does not exit after 4 years, based on closing the achievement gap between subgroups or raising the achievement level of low achieving subgroups, will be identified as a Comprehensive Support and Improvement School beginning in 2021-2022.

- d. Year of Identification. Provide, for each type of schools identified for comprehensive support and improvement, the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. Note that these schools must be identified at least once every three years.

Arizona will identify the lowest-performing five percent of all schools receiving Title I, Part A funds as Comprehensive Support and Improvement Schools for low achievement in 2017-18. Arizona will identify all high schools in the state that graduate less than two-thirds of their students as Comprehensive Support and Improvement -low graduation rate schools in 2018-19. New schools will be identified every three years.

- e. Targeted Support and Improvement. Describe the State’s methodology for annually identifying any school with one or more “consistently underperforming” subgroups of students, based on all indicators in the statewide system of annual meaningful differentiation, including the definition used by the State to determine consistent underperformance. (*ESEA section 1111(c)(4)(C)(iii)*)

Subgroup achievement is monitored annually. Any Arizona school that has one or more significant achievement gap(s) between subgroups and any low achieving subgroups will be identified as Targeted Support and Improvement. “Consistently underperforming” is

defined as a school being identified as having has one or more significant achievement gaps between subgroups and any low achieving subgroups for three consecutive years.

- f. Additional Targeted Support. Describe the State's methodology, for identifying schools in which any subgroup of students, on its own, would lead to identification under ESEA section 1111(c)(4)(D)(i)(I) using the State's methodology under ESEA section 1111(c)(4)(D), including the year in which the State will first identify such schools and the frequency with which the State will, thereafter, identify such schools. (*ESEA section 1111(d)(2)(C)-(D)*)

Any Arizona school, in which any subgroup of students (N20), on its own, would lead to identification as a Comprehensive Support and Improvement School , will be identified as Targeted Support and Improvement beginning in 2018-19. Schools will be identified every three years.

- g. Additional Statewide Categories of Schools. If the State chooses, at its discretion, to include additional statewide categories of schools, describe those categories.  
N/A

- vii. Annual Measurement of Achievement (*ESEA section 1111(c)(4)(E)(iii)*): Describe how the State factors the requirement for 95 percent student participation in statewide mathematics and reading/language arts assessments into the statewide accountability system.  
A participation rate of less than 95 percent on statewide mathematics and reading/language arts assessments will be a factor in school improvement decisions. Also, schools will be monitored annually with interventions required if student participation stays under 95 percent for multiple years.

All the students at grade level in the static file as the denominator regardless if they had an assessment, we would be holding them accountable for 100% of the students in the file to test.

- viii. Continued Support for School and LEA Improvement (*ESEA section 1111(d)(3)(A)*)  
a. Exit Criteria for Comprehensive Support and Improvement Schools. Describe the statewide exit criteria, established by the State, for schools identified for comprehensive support and improvement, including the number of years (not to exceed four) over which schools are expected to meet such criteria.

Comprehensive Support and Improvement- low achievement schools (Title 1 lowest 5% schools) exit criteria:

- A minimum of two consecutive years of increased student proficiency on the state assessment; and
- Implementation of school improvement goals, strategies and action steps in state required Integrated Action Plan; and
- Score on four indicators above bottom 5% of Title 1 schools.

Schools identified as Comprehensive Support and Improvement Schools - low graduation rate exit criteria:

- A minimum of two years increased graduation rate using 5-year cohort data; and

- Implementation of improved graduation rate goals, strategies and action steps in state required Integrated Action Plan; and
- Five-year cohort graduation rate greater than 66.6%.

All Comprehensive Support and Improvement Schools will be expected to exit within four years of identification.

- b. Exit Criteria for Schools Receiving Additional Targeted Support. Describe the statewide exit criteria, established by the State, for schools receiving additional targeted support under ESEA section 1111(d)(2)(C), including the number of years over which schools are expected to meet such criteria.

Schools receiving additional Targeted Support exit criteria:

- A minimum of two years of consecutive increased subgroup achievement; and
- Implementation of school improvement goals, strategies and action steps relative to subgroup achievement in state required Integrated Action Plan; and
- Subgroup no longer on its own, would be identified as a Comprehensive Support and Improvement School

- c. More Rigorous Interventions. Describe the more rigorous interventions required for schools identified for comprehensive support and improvement that fail to meet the State's exit criteria within a State-determined number of years consistent with section 1111(d)(3)(A)(i)(I) of the ESEA.

Comprehensive Support and Improvement schools that have not, after four years, made sufficient progress to exit comprehensive support and improvement status will receive intensified technical assistance and supports. To ensure implementation of more rigorous, evidence-based strategies and interventions that are intentionally focused on the root causes for insufficient progress, an Arizona Department of Education team will conduct an in-depth comprehensive needs assessment of the LEA and schools to determine primary needs, root causes, desired outcomes and goals. This work is the foundation of the school's Integrated Action Plan. The integrated action plan will be developed in collaboration with the ADE, LEA, school staff and family and community stakeholders.

The Comprehensive needs assessment looks at effective leadership capacity and practices, instructional infrastructure, including effective teachers and instructions, curriculum and assessment systems; Effective organization of time, including instructional and non-instruction time and time for teacher planning and collaboration; and organizational conditions, climate and culture, student learning, fulfillment, safety and well-being, as well as professional satisfaction, morale, and effectiveness; Family and community engagement, effective reciprocal partnerships; and talent management.

This process will assist in determining gaps in the current implementation of strategies and interventions as well as identifying fidelity issues, intensity of interventions and resource allocation inequities. It will identify what is working and what is not. In collaboration with

LEAs and schools the next best high-leveraged steps to eliminate causes and improve student outcomes will be identified.

The Arizona Department of Education team will assist the LEA to identify new evidence-based interventions and actions.

New Integrated Action Plans will be written with direct assistance from Arizona Department of Education cross-divisional support teams, considering a variety of innovative, evidenced-based interventions and selecting interventions highly successful with similar populations and settings. Monitoring and support visits and technical assistance will increase and intensify.

The Arizona Department of Education cross-divisional team will closely monitor progress of the new Integrated Action Plan.

- d. Resource Allocation Review. Describe how the State will periodically review resource allocation to support school improvement in each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

As part of the site visit and fiscal review protocols, Arizona Department of Education Support and Innovation staff will address allocation of resources to schools in improvement in LEAs serving a significant number of schools identified for comprehensive support and improvement and LEAs serving a significant number of schools implementing targeted support and improvement plans. Evidence of the LEA providing adequate additional resources to schools remaining in improvement status will be required and reviewed. Assistance with consolidated budgeting and planning will be given. Additional support will be provided by cross-divisional support teams.

- e. Technical Assistance. Describe the technical assistance the State will provide to each LEA in the State serving a significant number or percentage of schools identified for comprehensive or targeted support and improvement.

Technical assistance will include direct support in conducting the Comprehensive Needs Assessment and thorough root cause analysis, the development and implementation of school and LEA Integrated Action Plans, with evidence-based strategies, action steps and interventions addressing student academic achievement and school success including, but not limited to such topics as:

- Evidence-based academic practices, strategies and interventions based on data
- School culture and climate
- Alternatives to suspension
- Restorative Justice
- Conscious Discipline
- Whole School Reform models
- School wellness indicators
- Gifted education and accelerated learning opportunities, including advanced placement programs
- Multi-Tiered System of Support (MTSS) strategies

- Early childhood developmentally appropriate practices
- Ongoing progress monitoring

Arizona Department of Education, School Support and Improvement Unit provides support, technical assistance and monitoring:

- Support the Comprehensive Needs Assessment including thorough root cause analyses
- Conduct differentiated on-site support visits based on needs
- Assist LEAs with the evidence-based decision-making process
- Support use of transparent robust high-quality data
- Support the development of LEA & School Integrated Action Plans and selection of evidenced-based interventions
- Support implementation & monitoring of LEA & School Integrated Action Plans
- Monitor strategies and action steps for progress, completion and success
- Support implementation of bold evidence-based LEA and school systems and structures to create powerful change
- Support and guide selection and implementation of innovative, locally selected evidence-based practices, strategies and interventions leading to dramatic increases in student achievement
- Review quarterly data submissions with reflections and next steps and discuss needed midcourse adjustments
- Review LEA resource allocation to comprehensive and targeted support and improvement schools

Provide ongoing:

- Technical assistance
- Professional learning opportunities
- Systemic Leadership Development
- Coaching and mentoring support
- Monitoring for fidelity, progress of implementation
- Review and reflect on monitoring quantitative and qualitative data to inform improvement, in collaboration with the LEA/school/s.
- Review and revise LEA and /or School Integrated Action Plan in collaboration with the LEA/school/s.
- Strategic Partner (vetted external providers) support based on school specific needs matched with Strategic Partners areas of specific expertise
- Scheduled open office hours
- Ongoing desktop support as needed

Tiered Continuum of Comprehensive Supports to be provided by ADE: School Support and Improvement Unit

- Support provided primarily through the lens of the School Support and Improvement Unit for schools/LEAs currently in improvement status. Support may also leverage a form of cross-program area multidisciplinary collaborative team structure – though not as comprehensive and structured as Cross-Divisional Support.
  - Coordinated Support
    - Support provided involving two or more program areas, based on

school/LEA needs assessment data

- Program Area Support
  - Support provided by one program area, based on school/LEA needs assessment data
- Peer-to-Peer Support
  - Support provided through helping to connect schools / LEAs to other schools/LEAs with similar strengths and/or challenges.
- Self-Empowered Support
  - Resources and tools are provided to schools/LEAs for them to support their own local efforts, independent of ADE. Specific examples of evidenced-based interventions will be analyzed in collaboration with LEA stakeholders including the families of the students served by the LEA and community members.

- f. Additional Optional Action. If applicable, describe the action the State will take to initiate additional improvement in any LEA with a significant number or percentage of schools that are consistently identified by the State for comprehensive support and improvement and are not meeting exit criteria established by the State or in any LEA with a significant number or percentage of schools implementing targeted support and improvement plans  
N/A

5. Disproportionate Rates of Access to Educators (ESEA section 1111(g)(1)(B)): Describe how low-income and minority children enrolled in schools assisted under Title I, Part A are not served at disproportionate rates by ineffective, out-of-field, or inexperienced teachers, and the measures the SEA agency will use to evaluate and publicly report the progress of the State educational agency with respect to such description.<sup>4</sup>

The Arizona Department of Education will publish and annually update educator effectiveness data at: <http://www.azed.gov/hetl/equitable/>.

#### **The Arizona Department of Education Reporting Notes**

- The Equity Plan defines an "out-of-field" teacher as a teacher that is not "appropriately certified." The Arizona Department of Education has used "not highly qualified" in place of "out-of-field" since the previous equity plans leveraged highly qualified status. ADE is currently vetting rules that will determine Arizona teachers appropriately certified status.
- The Arizona Department of Education used FY2016 (SY 2015-2016) highly qualified data to determine "out-of-field" percentages. The percentage/ratio of "out-of-field" teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
- The Arizona Department of Education reports data corresponding to four performance labels: highly effective, effective, developing, and ineffective.
- The Arizona Department of Education used FY2016 free/reduced lunch counts to determine poverty quartiles, e.g., low, mid, and high. All students at high poverty schools were assumed to be "low-income". This assumption was made since only

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<sup>4</sup> Consistent with ESEA section 1111(g)(1)(B), this description should not be construed as requiring a State to develop or implement a teacher, principal or other school leader evaluation system.

aggregate data was immediately available for this report.

- The Arizona Department of Education used FY2016 October 1 student enrollment counts. Non-minority students are those with ethnicity of "White". Minority students are those with ethnicities of Asian, American Indian/Alaska Native, Black/African American, Hispanic/Latino, Native Hawaiian/Pacific Islander, and Multi-Race Non-Hispanic.
- The Arizona Department of Education used FY2016 school aggregated teacher evaluation data. FY2016 data had not been finalized. The percentage/ratio of ineffective teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.
- The Arizona Department of Education used FY2016 teacher years-of-experience to determine inexperienced teacher counts. An inexperienced teacher is a teacher with less than 3 years of teaching experience as reported in the Teacher Input Application (TIA), formerly the Highly Qualified Teacher Input Application. The percentage/ratio of inexperienced teachers was multiplied by the student subgroup population to estimate the student percentage requested. This assumes students are evenly distributed among teachers.

#### DIFFERENCES IN RATES CALCULATED USING DATA OTHER THAN STUDENT-LEVEL DATA

##### Schools Assisted under Title I, Part A

STUDENT GROUPS	Rate at which students are taught by an <b>ineffective</b> teacher	Differences between rates	Rate at which students are taught by an <b>out-of-field</b>	Differences between rates	Rate at which students are taught by an <b>inexperienced</b> teacher	Differences between rates
<b>Low-income students</b>	<b>1.27%</b>	<b>0.03%</b>	<b>2.79%</b>	<b>0.65%</b>	<b>24.07%</b>	<b>2.37%</b>
<b>Non-low-income students</b>	<b>1.24%</b>		<b>2.14%</b>		<b>21.70%</b>	
<b>Minority students</b>	<b>1.31%</b>	<b>0.22%</b>	<b>2.46%</b>	<b>0.28%</b>	<b>23.22%</b>	<b>2.19%</b>
<b>Non-minority students</b>	<b>1.09%</b>		<b>2.18%</b>		<b>21.03%</b>	

6. School Conditions (ESEA section 1111(g)(1)(C)): Describe how the SEA agency will support LEAs receiving assistance under Title I, Part A to improve school conditions for student learning,

including through reducing: (i) incidences of bullying and harassment; (ii) the overuse of discipline practices that remove students from the classroom; and (iii) the use of aversive behavioral interventions that compromise student health and safety.

LEAs will provide instruction in the identification of bullying and harassment behavior and strategies to reduce bullying and harassment at least annually to all enrolled students and school staff. LEAs will use positive behavior intervention strategies reported in accordance with Arizona Revised Statutes §15-341(A)(36) to reduce bullying and harassment. Each LEA will document and report to the Arizona Department of Education the number of bullying and harassment incidents each school year to ensure these incidents are reduced.

LEAs will develop strategies that identify patterns of misbehavior resulting in students removed from the classroom for reasons of discipline. The LEA will use positive behavior supports to reduce out of class removals. Safeguards and procedures related to disciplinary practices are outlined in Arizona Revised Statutes §§15-841 and 15-842.

Recognizing that out-of-school suspensions and expulsions occur even in preschool, the Arizona Department of Education will provide support to LEAs, school leaders, and teachers in the form of professional learning and technical assistance opportunities to improve the understanding of appropriate developmental expectations of young children and the components of high-quality birth through age eight learning environments. Additionally, the Arizona Department of Education will identify strategies and resources to support the social and emotional development of children.

LEAs shall not use behavioral interventions that are aversive or compromise the student's health and safety. Physical restraint shall only be used consistent with Arizona Revised Statutes §15-505.

*i. School Transitions (ESEA section 1111(g)(1)(D)):*

Describe how the State will support LEAs receiving assistance under Title I, Part A in meeting the needs of students at all levels of schooling (particularly students in the middle grades and high school), including how the State will work with such LEAs to provide effective transitions of students to middle grades and high school to decrease the risk of students dropping out.

Local Educational Agencies (LEAs) will use a Multi-Tiered System of Support (MTSS) framework that incorporates Universal Design for Learning (UDL) strategies for instruction, as appropriate. Instruction will be provided using within class groups whenever feasible. Students will move between within class groups based on the student's response to instruction and intervention as well as in-class assessment results. Intervention strategies will be aligned directly to student need and time in intervention will vary to meet those needs. Processes to support students as they transition between school years will be determined by LEAs. The Arizona Department of Education will provide professional learning, technical assistance, service and support to LEAs as needed or appropriate to support the implementation of these strategies.

Recognizing that transitions are especially critical for Arizona's youngest learners; the Arizona Department of Education is committed to ensuring smooth and effective transitions for preschool children to kindergarten. This formative age represents a time of key physical, emotional, and social changes that affect all students as they move from one setting to the

next. In Arizona, children spend their first five years in many different settings; it is essential to support kindergartners and their families as they make this significant transition. The Arizona Department of Education will provide professional learning and technical assistance opportunities to support LEAs, school leaders, and teachers with implementation of kindergarten transition strategies that are appropriate to their communities.

Transitions also occur for our students as they move from elementary to middle school, middle to high school, and high school to postsecondary endeavors. Arizona recognizes the need to support schools and LEAs in their efforts to provide a well-rounded education for their students as they transition from grade to grade and from school to school, including academic and other programs and options such as Career and Technical Education (CTE) program options, health and wellness programs, advanced and accelerated learning options such as advanced placement programs and gifted education programs, arts and music programs, athletics and physical education programs and educational technology options and supports. The SEA has developed data systems which ensure that state-level student records are accurately maintained as students transition between school sites while maintaining strict privacy controls. Additionally, schools develop an Education and Career Action Plan (ECAP) for all students in grade 9- 12 (<http://www.azed.gov/ecap/>). The ECAP process assists students in creating a college and career plan with the appropriate selections of coherent sequences of course work which prepares them for their individual post high school goals, which could include college. Both counselors and teachers are vital components in a successful ECAP process for each student. As a result, the SEA provides technical assistance and professional development related to the implementation of ECAPs at the school level. Many school systems have also implemented optional Pre-ECAPs, career action planning in the middle school to assist students as they transition from middle to high school.

The Arizona Department of Education funds an online college and career planning resource the AzCIS (Arizona Career Information System: <https://azcis.intocareers.org>) so that students beginning in fifth grade can start their Pre-ECAP portfolios and begin a self – exploration and career awareness process. The system has been developed so that students’ portfolios can be seamlessly transferred into high school without losing their career and college exploration, assessments results, and other academic items. This allows Arizona students to successfully transition into their high school, ready for the next step. Also, the AzCIS and portfolio can be used at the postsecondary level or into a career center for access to career and continued education.

Additionally, a new ECAP Tracker report has been designed to help school counselors to identify quickly and easily which students might need targeted interventions, so that their ECAP process and portfolio are completed with quality. This report is based upon a tiered intervention model.

The Arizona Department of Education and the ESS (Exceptional Student Services) section has worked with stakeholders in our state to ensure that students with disabilities and their IEP-Transition plans align with the high School ECAP requirements. We have designed an ECAP– IEP Crosswalk document, process, and technical assistance for teachers and counselors, to ensure that every student in Arizona stays in school and graduates successfully college, career and life ready.

Finally, it is vital to note the importance of comprehensive academic standards which follow a clear learning progression. These state-wide standards ensure that students master standards in a consistent manner thus easing transition from grade to grade.

LEAs will be encouraged to provide all school personnel professional development on topics that improve student learning outcomes such as: Early Childhood, Multi-Tiered Systems of Support, Universal Design for Learning, evidence-based instruction, standards-based instruction, the Whole School, Whole Community, Whole Child Model (Centers for Disease Control and Prevention), school improvement, data driven instruction, disability awareness, behavior management, children with special health care needs, school safety, gifted learners, education career action planning, or other professional development needs as identified by local Comprehensive Needs Assessments.

## **B. Title I, Part C: Education of Migratory Children**

### **1. Supporting Needs of Migratory Children (ESEA section 1304(b)(1)):**

Describe how, in planning, implementing, and evaluating programs and projects assisted under Title I, Part C, the State and its local operating agencies will ensure that the unique educational needs of migratory children, including preschool migratory children and migratory children who have dropped out of school, are identified and addressed through:

- i. The full range of services that are available for migratory children from appropriate local, State, and Federal educational programs;
- ii. Joint planning among local, State, and Federal educational programs serving migratory children, including language instruction educational programs under Title III, Part A;
- iii. The integration of services available under Title I, Part C with services provided by those other programs; and
- iv. Measurable program objectives and outcomes.

The Arizona Department of Education Migrant Education Program Office completes the following four-stage process in the continuous improvement cycle to ensure that all migratory students' needs in Arizona are met. This process includes: 1) a comprehensive needs assessment that captures the current needs of the migratory students; 2) a service delivery plan is drawn up based on the needs identified in the first stage; 3) implementation of the program services needed to assist the students; and 4) a program evaluation to determine if the objectives of the services were met. The last stage informs the first stage for the next cycle.

**Identifying:** As a member of the Identification and Recruitment Rapid Response (IRRC) Consortium, the State Director and ID&R Coordinator work with 13 other states in planning identification strategies and supporting each other's efforts to identify and serve migratory students. Through this collaboration a deeper understanding of state industry and seasonal and temporary work as well as mobility patterns has been achieved so to better understand mobility patterns and services provided by other states. Local Education Agencies (LEAs), in their registration enrollment packet, have a survey for families to complete. After this information is completed and submitted to the LEA, families are contacted to determine if a face-to face interview is needed to enroll students in the Migrant Education Program. School-based identification and recruitment is only one-way Arizona identifies students. The LEA Migrant Education Program identifies migrant dropouts, out-of-school youth (OSY) and preschool students through recruitment activities when visiting families and participating in agribusiness

fairs. OSY are also identified when recruiters visit work sites. The State Migrant Education Program and McKinney-Vento Directors cross train LEA McKinney- Vento liaisons so that identification and services may be provided to the Migrant families. After the Local Education Agency (LEA) Migrant Education Program identifies and recruits a migratory student, the family completes a needs assessment to determine the migratory students' educational needs as well as homelessness, educational interruption, and eligibility for Priority for Service (PFS). During this process preschool and Out of School Youth (OSY) are also identified.

**Planning:** In planning migrant student programs and projects, the SEA coordinates efforts with LEAs and local community organizations in order to ensure that the full-range of services are available to all migratory children. The Arizona Migrant Education Program works within the Office of English Acquisition Services and Title III, so it is able to collaboratively train LEAs on how to integrate Title III and Title I-C funds to appropriately meet the needs of migratory children. The Arizona Migrant Education Program joint-plans with Title III and Title I to review LEA needs and determine the best use of resources. In addition, Arizona plans programs that will meet the needs of pre-school migratory students by working with First Things First and the Early Childhood unit. When planning projects for OSY, the Migrant Education Program will work with the Director of Community Outreach for the agency. The State Migrant Parent Advisory Council (SMPAC) is also consulted and feedback is taken by the State on driving the measurable program objectives and strategies.

**Implementation:** The SEA will ensure that current information and best practices are communicated to LEA level migrant programs to ensure that services are implemented in the most effective manner possible. This support will be offered through in-person meetings as well as on-line to ensure maximum accessibility. At the LEA level, Migrant Education Programs conducts visits to the home tutoring program for migratory preschool students that operate throughout the regular academic year. The visit to the home program provides an approach from the home, school, and migrant educators to increase migrant students' preparedness for academic success. The OSY are screened using the Graduation and Outcomes for Success profile. The LEA will use this in building services to assist the student. Arizona is a Portable Assisted Study Sequence (PASS) distribution state. Our OSY and high school students are directed to this program for credit recovery. Some students may return to school and use the classes in the PASS program to gain credits for graduation or enroll in adult education programs and obtain a High School Equivalency (HSE) diploma. Migrant recruiters provide HSE information to OSY. The SEA facilitates an on-going working relationship at the LEA level with Chicanos Por La Casa for our migratory preschool students to attend preschool at their sites. Adelante Health is a partner who works with our State Migrant Office and LEAs to provide health services to our students and families. The State Migrant Education Program also works with the State Adult Education Office to promote and direct our OSY to HSE programs in the area where they are living.

**Evaluation:** The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program Sites to ensure that the full range of services is available for migratory children. The Arizona Department of Education Migrant Education Program Office evaluates and provides technical assistance and monitors the Migrant Education Program Sites to ensure that the full range of services is available for migratory children. The program works with Title III and Title I-A in annual LEA program monitoring to ensure that integration of federal programs, when allowable, is being utilized to ensure that appropriate services are being provided to migratory students. The Migrant

Education Program will review an LEAs Comprehensive Needs Assessment to evaluate whether or not joint planning among local, state and federal programs is occurring. In addition, the SEA will evaluate LEA service codes to ensure that pre-school and OSY migratory children are receiving services aligned with their needs. The Arizona Department of Education Migrant Education Program Office assesses the educational needs of the migratory children during the Comprehensive Needs Assessment. Identified needs are then addressed in the Service Delivery Plan. The Arizona Department of Education Migrant Education Program Office offers technical assistance to Migrant Education Program Sites in meeting the Measurable Program Outcomes (MPOs). Measurable Program Outcomes data is submitted annually to the Arizona Department of Education Migrant Education Program Office. The Arizona Department of Education Migrant Education Program Office provides technical assistance and monitors the Migrant Education Program Sites so as to ensure that the strategies and Measurable Program Outcomes in the Service Delivery Plan are being achieved. The Arizona Department of Education Migrant Education Program Office works collaboratively with the Migrant Education Program Sites statewide to reach these outcomes. The SEA established Measurable Program Objectives (MPOs) and Outcomes in response to the Comprehensive Needs Assessment (CNA) completed in 2015 for the three-year Service Delivery Plan. The SEA will update these MPOs with a new Service Delivery Plan in 2018. The outcomes of the MPOs are measured by annual LEA surveys, regular monitoring, and SEA/LEA data. MPO #1: Due to various levels of MEP funding and staffing models, at least 75% of migrant parents will indicate having conversations with their children's teachers regarding how to provide educational support at home on the SY2016-2017 Migrant Parent Survey. MPO #2: Based on the needs of Migratory students, six professional development opportunities that address Direct Instruction, Education and Career Action Plan, and Response to Intervention will be provided to MEP instructional staff in SY2015-2016 and each year afterwards. MPO #3: The MEP LEAs will refer migrant parents to at least 4 meetings where academic success strategies are provided, discussed, promoted and practiced in SY2015-2016 and each year afterwards. MPO #4: Interventionists/MEP staff will set goals every quarter for PFS and at risk Migratory students and pull grades to assess progress. MPO #5: The drop-out rate of Migratory students will decrease by 1% for grade 11 and 2% for grade 12 in SY2016- 2017. MPO #6: More than 80% of MEP staff will indicate that the procedures used to identify PFS Migratory students are useful for timely identification of PFS Migratory students on the Migratory staff survey in SY2016-2017. MPO #7: All PFS Migratory students will indicate receiving intervention services on the SY2016-2017 Migrant student survey. MPO #8: According to the SY2015-2016 state assessment data, the academic gaps between PFS Migratory students non-PFS Migratory students will decrease by 2% compared to the SY2014-2015 data. MPO #9: Teachers will engage in no less than quarterly professional development specific to the academic needs of the local CNA of Migratory students in SY2015-2016 and each year afterwards. MPO #10: At least 70% of Migratory students will indicate on the SY2016-2017 migrant student survey that teachers personalize instruction to meet their academic needs. MPO #11: 100% of appropriate LEA staff will obtain resources and guidance from ADE regarding how to communicate the Arizona College and Career Ready Standards to MEP parents in SY2015-2016. MPO #12: At least 80% of migrant parents indicate that the MEP districts delivered information regarding Arizona College and Career Ready Standards to them clearly on the migrant parent survey administered in SY2016-2017. MPO #13: 100% of preschool migrant parents who fill out the SY2016-2017 migrant parent survey will indicate receiving referrals or local agency information regarding preschool programs. MPO #14: In SY2015-2016, increase the number of activities to identify Out of School Youth (OSY) by one activity each year through outreach efforts compared to SY2014- 2015. The number of identified OSY will be recorded in SY2016-2017 Consolidated State Plan Report. MPO #15:

100% of identified OSY reported in the SY2016-2017 Consolidated State Plan Performance Report will receive information about educational services specific to their situation. MPO #16: All Migratory students eligible for a summer program will be identified and referred to a summer program in SY2015-2016 and each year thereafter. MPO #17: MEP will identify 100% of Migratory students prior to the first day of summer school in SY2015-2016 and each year thereafter. MPO #18: The percentage of high school Migratory students who complete P.A.S.S. courses during summer of SY2015-2016 will be higher than that of SY2014-2015. MPO #19: The MEP will provide information regarding P.A.S.S. courses to all eligible migratory high-school students, during the SY2015-2016 school year and each year thereafter.

2. Promote Coordination of Services (ESEA section 1304(b)(3)):

Describe how the State will use Title I, Part C funds received under this part to promote interstate and intrastate coordination of services for migratory children, including how the State will provide for educational continuity through the timely transfer of pertinent school records, including information on health, when children move from one school to another, whether or not such move occurs during the regular school year.

The Migrant Education Program Sites ensure the timely record transfer of pertinent school records, including health information of migratory children. The Arizona Department of Education Migrant Education Program Office assists Migrant Education Program Sites if a request for records is made to the Arizona Department of Education Migrant Education Program Office. The Arizona Department of Education Migrant Education Program works with school staff to locate historical and current records from migratory students transferring to their LEA. The State and LEA Migrant Education Programs conduct local and community-based identification and recruitment activities through networking with area partners and agencies such as the Interstate Migrant Education Council; the Mexican Consulate; the Arizona Interagency Farmworkers Coalition; Arizona Recruitment efforts extend to migrant work sites which include fields, nurseries, orchards, and dairies. The local LEA Migrant Recruiters conduct individual face to face interviews and complete the National Certificate of Eligibility (COE) and AZ Attachment for each family as required. The LEA Migrant Program Data Specialist reviews each COE to verify migrant eligibility and documentation of all migrant data elements. The Arizona State Director, State ID&R Coordinator and LEA representatives participate in interstate collaboration with sending and receiving states. Arizona and California are continuing to develop interstate collaboration especially the Yuma and Salinas areas.

3. Use of Funds (ESEA section 1304(b)(4)):

Describe the State's priorities for the use of Title I, Part C funds, and how such priorities relate to the State's assessment of needs for services in the State.

The Arizona Department of Education Migrant Education Program Office has determined Performance Goals, based on the findings from our most recent State Comprehensive Needs Assessment. The following goals are our priorities for the use of Title I, Part C funds in the State. Goal #1: that all migratory students will reach proficiency in reading/language arts and mathematics. Goal #2: All English learners will become proficient in English and attain proficiency in reading/language arts and mathematics. Goal #3: All migratory students graduate from high school. The Migrant Education Program sets a standard for Migrant Education Program Sites to use as a set of procedures that includes reviewing the grade history and formative and

summative assessment data for each newly identified migratory student. The local level enrollment information is recorded promptly and correctly, and site staff has access to assessment and enrollment data. The Arizona Department of Education Migrant Education Program Office provides training and technical assistance to Migrant Education Program Sites on the prompt identification and documentation of Priority for Service students. The Migrant Education Program Sites identify the Priority for Services students. Once a student of school age is identified as migrant, their "Priority for Service" is determined. Priority is given to migratory students who are failing to meet stated academic achievement standards (State Assessments) and whose education has been interrupted during the regular school year. Title I, Part C funds are utilized to support Priority for Service migratory students in meeting each of these Performance Goals.

**C. Title I, Part D: Prevention and Intervention Programs for Children and Youth who are Neglected, Delinquent, or At-Risk**

1. Transitions Between Correctional Facilities and Local Programs (ESEA section 1414(a)(1)(B)): Provide a plan for assisting in the transition of children and youth between correctional facilities and locally operated programs.

The Arizona Department of Education Title I, Part D Office works collaboratively with the State Agencies and LEAs statewide to review submitted plans and applications, and to support them in reaching program objectives and outcomes regarding the bi-directional transition of children and youth between correctional facilities and locally operated programs. State Agency and LEA plans include measurable achievement objectives for student achievement. The activities designed to meet these objectives will encourage all educational staff to become more actively involved in the educational process of their children.

To support the bi-directional transition of children and youth between correctional facilities and locally operated programs, the Arizona Department of Education Title I, Part D Office:

- Provides technical assistance and monitors the State Agencies and LEAs to ensure Title I, Part D services are available and provided for eligible children, and those services are aligned to Title I, Part D plans and grant applications as submitted to ADE to ensure compliance with all ESSA regulations;
- Works with state agencies and LEAs to ensure the timely record transfer of pertinent school records, including health information of eligible served children, assists LEAs if a request for records is made and works with school staff to locate historical and current records from program eligible students transferring to their LEA or from the LEA to a correctional facility;
- Consults with the juvenile detention community at least four times during the year regarding the planning, operation and evaluation of the Arizona Department of Education Title I, Part D Program Office for both the state program and local projects;
- Works with State Agencies and LEAs to note when a youth has come into contact with both the child welfare and juvenile justice systems; and delivers services and interventions designed to keep such youth in school that are evidence-based; and,
- Works with State Agencies and LEAs to maintain and improve educational achievement and to graduate from high school in the number of years established by the State under either the four-year adjusted cohort graduation rate or the extended-year adjusted cohort graduation rate.

2. Program Objectives and Outcomes (ESEA section 1414(a)(2)(A)): Describe the program objectives and outcomes established by the State that will be used to assess the effectiveness of the Title I, Part D program in improving the academic, career, and technical skills of children in the program.

State agencies and LEAs in Arizona will show improvement for students as measured by approved and valid data submitted to the Arizona Department of Education for the Comprehensive School Performance Report in the following areas:

- Improve Reading achievement by 5 percent.
- Improve Math achievement by 5 percent.
- Improve acquisition of High School diploma and a GED by 1 percent.
- Improve accrual of credits by 3 percent.
- Improve transition services by 3 percent.
- Improvement in vocational or technical skills by 3 percent.

#### **D. Title II, Part A: Supporting Effective Instruction**

1. Use of Funds (ESEA section 2101(d)(2)(A) and (D)): Describe how the State educational agency will use Title II, Part A funds received under Title II, Part A for State-level activities described in section 2101(c), including how the activities are expected to improve student achievement.

The Arizona Department of Education has created and is implementing with LEAs from different geographic regions and school demographics, an Arizona K-12 Academic Standards aligned Student Learning Objective (SLO) process to support the teacher evaluation process and in the end, improve student achievement. An important component of the Student Learning Objective process is the setting and reaching of goals aligned to these standards. Title II-A funds are utilized to support the Student Learning Objective process, including the professional learning involved in the basic knowledge of the process. Continued professional learning supported by Title II-A funds is required during the implementation phase. Additionally, the Arizona Department of Education provides free and low-cost trainings to strengthen teachers' content and instructional expertise to include Family and Community Engagement, Professional Development Roundtables, and Qualified Evaluator Academies are offered to educators and administrators.

2. Use of Funds to Improve Equitable Access to Teachers in Title I, Part A Schools (ESEA section 2101(d)(2)(E)): If an SEA plans to use Title II, Part A funds to improve equitable access to effective teachers, consistent with ESEA section 1111(g)(1)(B), describe how such funds will be used for this purpose.

The Arizona Department of Education's strategies are prioritized to address the areas that will have the greatest impact on the equitable access issue for both high poverty and high minority students:

- **Train administrators how to use observational data to improve teacher performance.** This will allow administrators and teacher leaders to target professional learning opportunities as well as review systems resulting in increased student academic achievement.
- **Reduce the number of inexperienced teachers by employing effective retention and recruitment strategies.** By introducing evidenced-based mentoring and induction programs for beginning teachers, targeted professional learning, and incentives for improved practice, opportunities for students to access effective instruction will increase.

- **Provide incentives for teaching in high need areas.** Such incentives could include salary increases, social support programs, housing allowances, teacher-leadership opportunities, improved administrative/leadership support, and assistance to schools to develop a collaborative community of learning. These incentives will draw the most effective teachers who still have a passion for the profession and who are willing to do the extra work or to drive the extra miles necessary to connect with our highest need students in our most remote or challenging schools.

System of Certification and Licensing (ESEA section 2101(d)(2)(B)): Describe the State's system of certification and licensing of teachers, principals, or other school leaders.

The Arizona Department of Education (ADE) has a robust multi-tiered licensing system for teachers, principals, superintendents, and other school leaders. Arizona certification rules and statutes ensure that students are served by quality educators who must meet high standards. A Teaching Certificate can be earned with a bachelor's degree, fingerprint clearance, appropriate coursework or completion of an approved Educator Preparation Program and passage of subject and content knowledge exams. Arizona also provides a pathway for career changers to complete an alternative teacher preparation program while teaching full time. Additionally, applicants may qualify for a teaching certificate with expertise demonstrated through relevant work experience of at least five years in a field that is relevant to a content area or subject matter taught in public schools .

Additionally, Arizona statutes allow teachers and school administrators who are fully certified out of state and in good standing in their state to qualify for a 12-year Teaching Certificate. These reciprocity rules will help Local Education Agencies (LEAs) recruit qualified educators from other states and reduce burdens on educators who have already met certification requirements in another state.

The Arizona Department of Education Certification Unit also is reviewing the relevant research and the policies of other states to determine the best course of action in developing, implementing and supporting a professional development system that will assist a teacher in identifying and displaying completed professional learning opportunities.

3. Improving Skills of Educators (ESEA section 2101(d)(2)(J)): Describe how the SEA will improve the skills of teachers, principals, or other school leaders in order to enable them to identify students with specific learning needs, particularly children with disabilities, English learners, students who are gifted and talented, and students with low literacy levels, and provide instruction based on the needs of such students.

The Arizona Department of Education's Exceptional Student Services and Office of English Language Acquisition Services departments provide professional development and technical assistance using various instructional designs to support teachers, principals, and other school leaders throughout the year. The creation of these programs is informed by feedback provided by constituents in the field solicited during the year. All of these instructional designs promote active engagement focusing on increasing educator effectiveness, and apply learning theories, research, and models. These delivery models include single- and multi-year grants, face-to-face professional development, online professional development and modules, and training that is delivered to individuals and

groups of all sizes. Examples of these professional development opportunities and trainings include: Teachers' Institute, a conference serving both special and general education teachers grades preK-12; Directors' Institute, a conference serving special education directors in Arizona focusing on updates to federal and state requirements related to special education; Multi-Tier Behavior Supports (MTBS) Readiness Overview, an in-person or webinar that informed participants on the requirements and components of the MTBS implementation training; Assistive Technology training, a capacity building series related to assistive technology (AT); Leading Change, the premier conference for Arizona administrators who leave with important updates, new information, and relevant leadership techniques; LETRS, and intensive professional development opportunity that increases teacher knowledge of literacy so that participants are provided with comprehensive and practical knowledge of how children learn to read, write, and spell and how they can use this knowledge to improve and focus instruction; OELAS Conference, providing meaningful professional development opportunities for educators of ELLs, designed to help meet the unique challenges faced in the Structured English Immersion or mainstream classroom; Balance Writing Instruction for the SEI K-2 Classroom, a workshop focusing on foundational writing instruction in the K-2 Structured English Immersion classroom; Differentiating for ELLs Using an Individual Language Learner Plan, a workshop focusing on the ILLP as a plan to ensure teachers effectively differentiate for ELL students; and the SEI New Teacher Academy, a two-day academy that acquaints new teachers with the requirements of the four hour SEI Models, instructional components, and the English Language Proficiency Standards.

The School Support and Improvement Unit offers ELEVATE, a systemic leadership development program that develops and empowers LEA and school leaders to focus on improving teaching and learning that results in rapid and significant gains in student achievement. It is an evidence-based two-year program designed for LEA and school teams to learn and plan collaboratively. It intentionally develops the skills and competencies of leaders to create an effective instructional infrastructure that includes high quality curriculum; high quality teaching, encompassing MTSS framework, data driven instruction, and observation and feedback; a cohesive, balanced assessment framework with responsive data systems and structures as well as to enhance the culture of learning and high expectations for all and to establish systems of talent management.

Additionally, School Support and Improvement offers professional learning opportunities around the required schools structures including standards and evidence-based curriculum, balanced assessment systems, observation and feedback systems, professional learning communities, multitiered systems of support and instructional pedagogy. Specially designed trainings based on specific identified needs are also available.

4. Data and Consultation (ESEA section 2101(d)(2)(K)): Describe how the State will use data and ongoing consultation as described in ESEA section 2101(d)(3) to continually update and improve the activities supported under Title II, Part A.

The Arizona Department of Education collects data related to educator evaluation used to update and improve Title II-A supported activities in two formats: LEAs in the state are

required to submit, through our Teacher Input Application, teacher and principal evaluation results aggregated at the school level for teachers and the LEA level for principals. Additionally, LEAs submit the evaluation instruments utilized for teacher evaluation through Arizona's Local Education Agency Tracker system. We utilize this data to drive activities provided by the agency related to both teacher and principal evaluation. This year, after analysis of this data, the theme of ADE's Educator Evaluation Summit VIII in June will be "Beyond Ratings: Using Educator Evaluation for Professional Growth and Support."

The State has a number of structures in place to consult on a continual basis with stakeholders supported by Title II-A across the state. The Title II-A staff conducts quarterly ADE Roundtables in three population center locations addressing the following content areas to seek input on the effectiveness and appropriateness of the activities presented by the agency: Human Resources, Professional Learning, and Educator Evaluation. Participants represent both district and charter LEAs, including teachers, principals, school leaders, LEA leadership, and professional education organizations such as the Arizona School Personnel Administrators Association and the Title I Committee of Practitioners. Examples of topics addressed at these roundtables include retention and recruitment issues and successful practices related to both utilizing Title II-A funds, evidence based, embedded, ongoing, effective professional learning opportunities at all levels, and educator evaluation as it aligns to the Arizona Framework for Measuring Educator Evaluation and is utilized for improving educator growth.

Furthermore, the Title II-A staff conducts "Road Shows" on a variety of topics, including Ensuring Equitable Access to Excellent Educators, Educator Evaluation, Certification and Title I and II updates to gain input from both urban and rural LEAs in the state. Arizona is a very remote state, with many LEAs operating more than five hours from the department's headquarters in Phoenix. These road shows, and the roundtables mentioned in the previous paragraph allow for opportunities to meet face-to-face with stakeholders in rural areas.

5. Teacher Preparation (ESEA section 2101(d)(2)(M)): Describe the actions the State may take to improve preparation programs and strengthen support for teachers, principals, or other school leaders based on the needs of the State, as identified by the SEA.

The Arizona Department of Education program review and approval process has the following State Board of Education (SBE) rule language to attempt to ensure new educators are adequately prepared to meet the needs of low income and minority students. Educator preparation programs are required to show how future educators are exposed to research, knowledge and skills to address all learners. They are required to show evidence that pre-service educators have ample opportunities for structured practice in a range of settings with diverse learners.

**R7-2-604.01. Educator Preparation Programs:** Professional preparation institutions shall include evidence that the educator preparation program is aligned to standards described in the Board approved professional teaching standards or professional administrative

standards and relevant national standards, and provides field experiences, and a capstone experience.

**R7-2-604.7 "Field experience"** means scheduled, directed, structured, supervised, frequent experiences in a PreK-12 setting that occurs prior to the capstone experience. Field experiences must assist educator candidates in developing the knowledge, skills, and dispositions necessary to ensure all students learn, and provide evidence in meeting standards described in the Board approved professional teaching standards or professional administrative standards, and relevant Board approved academic standards.

Arizona Department of Education staff work in collaboration with approved educator preparation programs to ensure teachers have the necessary training and resources to be the most effective teachers possible upon entering the classroom. Arizona's educator preparation programs are already heavily engaged in making changes in these areas and are committed partners.

#### **E. Title III, Part A, Subpart 1: English Language Acquisition and Language Enhancement**

1. Entrance and Exit Procedures (ESEA section 3113(b)(2)): Describe how the SEA will establish and implement, with timely and meaningful consultation with LEAs representing the geographic diversity of the State, standardized, statewide entrance and exit procedures, including an assurance that all students who may be English learners are assessed for such status within 30 days of enrollment in a school in the State.

Upon first enrollment in an Arizona public school, a parent/guardian will answer three questions regarding home language. If any of the three questions is answered with a language other than English, an AZELLA Placement test is administered to the student by a trained and qualified test administrator within the first 30 days of enrollment. If the student scores below "Proficient," he/she is offered English language services. All students who score below "Proficient" on the AZELLA, even those students who have been opted out of English language services by their parents, participate in AZELLA testing every spring until they score "Proficient." Scoring "Proficient" on the AZELLA is a requirement for exiting English language services. To score "Proficient" on AZELLA requires the student to score "Proficient" on the Reading domain, the Writing domain, and overall. The overall score is a composite score comprised of the Reading, Writing, Listening, and Speaking domain scores. Arizona policies and procedures ensure consistency with the federal civil rights guidelines.

2. SEA Support for English Learner Progress (ESEA section 3113(b)(6)): Describe how the SEA will assist eligible entities in meeting:
  - i. The State-designed long-term goals established under ESEA section 1111(c)(4)(A)(ii), including measurements of interim progress towards meeting such goals, based on the State's English language proficiency assessments under ESEA section 1111(b)(2)(G); and
  - ii. The challenging State academic standards.

The SEA Office of English Language Acquisition Services (OELAS) has assigned Education Program Specialists who assist all eligible entities in utilizing the English Language Proficiency Standards (ELPS) in effective instruction to meet long-term goals of proficiency on the AZELLA.

Professional development, including formative assessments and progress monitoring, is provided to eligible entities to support effective language acquisition programs. In addition, the ELPS are aligned to the State's academic content standards and a cross-walk was developed to assist English learners in meeting these challenging State academic standards.

3. Monitoring and Technical Assistance (ESEA section 3113(b)(8)): Describe:
- How the SEA will monitor the progress of each eligible entity receiving a Title III, Part A subgrant in helping English learners achieve English proficiency; and
  - The steps the SEA will take to further assist eligible entities if the strategies funded under Title III, Part A are not effective, such as providing technical assistance and modifying such strategies.

The SEA Office of English Language Acquisition Services (OELAS) monitors all eligible entities receiving Title III, Part A subgrant funds on a rotating annual basis. Program monitoring includes a physical review of the identification process, required files and paperwork, and classroom language instruction. Additionally, select LEAs are monitored annually for fiscal Title III compliance. LEAs out of compliance programmatically or fiscally are found in corrective action status, are required to make adjustments, and are monitored again the following year. Any LEA with a corrective action finding is provided technical assistance by SEA Education Program Specialists, including professional learning for staff, teachers and administrators.

#### **F. Title IV, Part A: Student Support and Academic Enrichment Grants**

1. Use of Funds (ESEA section 4103(c)(2)(A)): Describe how the SEA will use funds received under Title IV, Part A, Subpart 1 for State-level activities.

The Arizona Department of Education will use funds received under Title IV, Part A, Subpart 1 for state level activities as allowable per all applicable subparts of ESEA section 4103(b), to include:

- Providing monitoring and engaging in performance management activities to LEAs that receive an allocation through Title IV, Part A to support the effective local implementation of planned programs and services;
- Identifying and eliminating State barriers to the coordination and integration to programs, initiatives, and funding streams that meet the purposes of Title IV, Part A, particularly those supporting offering a well-rounded education to all students, so that LEAs can better coordinate with other agencies, schools, and community-based services and programs to support their local efforts; and
- Supporting LEAs through providing professional learning, training and technical assistance to build local capacities in providing effective programs and activities that:
  - Offer well-rounded, accelerated and enriched educational experiences to all students, to include arts education and arts integration programs, accelerated learning opportunities and gifted education programs and services, as described in section 4107, including female students, minority students, English learners, children with disabilities, and low-income students who are often underrepresented in critical and enriching subjects;
  - Foster safe, healthy, supportive, and drug-free environments that support student academic achievement, as described in section 4108; and
  - Increase access to personalized, rigorous learning experiences supported by technology.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences). Additionally, support at any level may also be provided in conjunction with other partners – such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

The final degree and scope of annual state-level activities will be determined by the amount of funds ultimately annually allocated to the Arizona Department of Education under Title IV-A.

2. Awarding Subgrants (ESEA section 4103(c)(2)(B)): Describe how the SEA will ensure that awards made to LEAs under Title IV, Part A, Subpart 1 are in amounts that are consistent with ESEA section 4105(a)(2).

Subgrant awards to eligible LEAs under Title IV, Part A, Subpart 1 will be made in accordance with ESEA section 4105(a), (b) and (c), based on the final annual allocations received under this Subpart. Per ESEA section 4105(a)(2), the Arizona Department of Education will ensure that no allocation to an LEA under this subsection may be made in an amount that is less than \$10,000; unless the amount reserved by the SEA under section 4104(a)(1) is insufficient to make allocations to local educational agencies in an amount equal to the minimum allocation described in subsection (a)(2), such allocations shall be ratably reduced.

#### **G. Title IV, Part B: 21<sup>st</sup> Century Community Learning Centers**

1. Use of Funds (ESEA section 4203(a)(2)): Describe how the SEA will use funds received under the 21<sup>st</sup> Century Community Learning Centers program, including funds reserved for State-level activities.

Arizona's Title IV, Part B (21st CCLC) program supports student participants in meeting the State's rigorous academic standards. Funded programs are designed to align with State and school goals and specifically assist targeted students in their school day learning objectives. Sub-grantees design CCLC services to address issues identified in their needs assessment that can impact student success and target identified students who are struggling to meet academic expectations, including those in foster care, who are homeless, migrant and English Language Learners and those who are served through Title I, including equitable consultation for private school students where those schools fall within the regular service attendance area of the individually funded communities.

Arizona funds 21st CCLC programs serving students and their families in schools with at least 40% low-income students and gives priority to low-performing schools identified by Federal and Arizona State Accountability labels for the school year prior to application submission.

Arizona's 21st CCLC programs maintain a strong commitment to improving math, reading/language arts/literacy, and science through small class instruction and tutoring. Complementing this primary focus, 21st CCLC programs in the State supplement the students' regular academic school day by creating a rich variety of classes and activities outside of the

instructional day that help students become proficient and connect with learning through project-based, hands on enrichment that is tied to real-world college and career application, and that build career competencies and readiness. This enrichment includes offerings in STEM (Science, Technology, Engineering and Math), environmental literacy programs, art, music and physical education, mentoring, technology education including coding, and nutrition and health education.

Other Title funding is used to a significant degree by Arizona's 21st CCLC programs, enabling a much greater impact on school day student achievement and on academic and youth development outcomes than would be possible using 21st CCLC funding alone. Additionally, due to Arizona's requirement that 21st CCLC programs develop partnerships, resources such as collaboration with Institutions of Higher Education, the businesses and corporations, health care organizations, cultural and recreational institutions, government and military agencies, national service and volunteer organizations, faith-based organizations, senior citizen organizations, media organizations, sports franchises and associations, other community organizations, and community individuals. These community partners are highly developed and these resource ideas are shared in a highly collegial manner between current grantees as well as new incoming grantees.

Out of the 21st Century Community Learning Centers funds allocated to Arizona, ADMINISTRATIVE and ACTIVITIES funds will be allocated and used as allowable by Statute. STATE ADMINISTRATIVE funds enable the State to carry out its administrative responsibilities including the management of subgrant competitions.

Arizona uses a state of the art online Grants Management system for collecting, reviewing and approving 21st CCLC applications, budgetary and programmatic revisions, fiscal reimbursement requests and completion reports. Federal grants management assurances, GAN (Grant Award Notifications) and other key documentation and communication are archived online for reference or auditing purposes. (The Arizona peer review process is described in detail in section 2 below.) Additionally, STATE ACTIVITIES funds enable Arizona to provide a comprehensive tiered system of ongoing compliance monitoring, training, and technical assistance through a cadre of seven Regional 21st CLCC Specialists. Arizona reserves the remaining STATE APPLICATION funds for its allocation of awards to eligible entities with an average of \$120,000 each annually for a five-year period with funds reducing to 75% in Years 4 and 5 of the grant where renewable. (The application process is described in detail in section 2 below.)

Arizona ensures that all communication and assistance regarding the application for funding, program and fiscal management are clearly in alignment with State and Federal Statute and guidance from start to finish to enable sub-grant leadership the highest probability of building capacity and ensuring successful management.

Applicants for 21st CCLC funds in Arizona must assure the State that data collection and

mandatory reporting will be submitted as required for the federal 21APR data collection system and for requisite Arizona fiscal and programmatic reporting and evaluation purposes as well. Included in Arizona's requirements for its grantees is to collect and report on the number of participants who improve in classroom participation during the instructional day and in homework completion.

The State requires its 21st CCLC sub-grantees to monitor and report on grant outcome objectives that are SMART - Specific, Measurable, Attainable, Realistic and Time Bound (showing growth annually within the program year). Arizona's grantees must report on grant objectives for student participants' academic progress in the areas of math and reading/language arts/literacy measured through benchmark or formative testing; growth in adult family members understanding/knowledge of how to help their child succeed academically and movement in at least one youth development indicator.

Arizona monitors include the following major output objective indicators that programs are maintaining compliance: Number of students reaching "regularly attending" status of 30 days or more; Summary of Classes listing program offerings, which grant objectives each class/activity is designed to impact, average daily attendance by class; number of adult family members of 21st CCLC students served and how they were involved; how the annual professional learning requirement for grant leaders was met; that healthy snack and transportation is provided; that the learning environment is safe; staffing; fiscal records are kept in order; at least one active partnership is involved in the program.

Arizona requires sub-grantees to complete mid-year and end of year reports allowing for desktop compliance monitoring, continuous improvement planning with sites. One portion of this required reporting asks each site to complete a Site Evaluation Plan which includes a self-assessment of all components of grant compliance and a comprehensive SWOT (Strengths, Weaknesses, Opportunities and Threats) based on their findings for grant objectives. These are both a report to the State, and a document used for sharing and discussion with awardees' local communities as a continuous improvement document.

The current State evaluation plan monitors academic improvement in the areas of math and reading/language arts/literacy for student participants. Data is gathered through a secure system and access is limited by a rigorous Arizona system to ensure that student data access does not violate FERPA. Data is gathered on every student who has attended a 21st CLCC program for one (1) day or more that includes 1) a unique student identifier that follows the student to any school in the state, 2) the number of days the student attended the 21st CCLC Program at that site that year, and 3) the grade that student was in for that year. Evaluation results are available for public review. The focus of the State evaluation plan may be revised to include other factors, particularly those identified by the U.S. Education Department as critical GPRA measures in the future.

All new grantees and site leaders who are new to the grant at their site are provided with an initial Regional in person New Grantee Orientation (with a pre-orientation web-based learning component). Every site receives a 21st CCLC Program Guidance Handbook to use as a reference. This Handbook is also available online, along with other resources useful to 21st CCLC leaders in Arizona. Annual and periodic desktop monitoring and scheduled and unscheduled site visits enable the State to develop technical assistance and professional learning as needed. Professional learning is offered through the U.S. Education Department's You4Youth (Y4Y) portal, through peer led networking trainings at "lighthouse" 21st CCLC programs, online through the Arizona Department of Education's 21st CCLC website, through phone calls, emails and various other means as needed.

Based on a weighted system of compliance monitoring and risk assessment, Arizona's Regional 21st CCLC Program Specialists document any issues that need to be addressed and follow up to ensure that all identified issues are addressed. Effort is taken to ensure that technical assistance, guidance and training provided support programs to maintain compliance and full funding. Level of support is matched to level of need and is successful in most cases. However, for the rare circumstances when programs do not have the capacity to come into compliance, they may be terminated or opt out of funding.

2. Awarding Subgrants (*ESEA section 4203(a)(4)*): Describe the procedures and criteria the SEA will use for reviewing applications and awarding 21<sup>st</sup> Century Community Learning Centers funds to eligible entities on a competitive basis, which shall include procedures and criteria that take into consideration the likelihood that a proposed community learning center will help participating students meet the challenging State academic standards and any local academic standards.

A State that receives funds under this part for a fiscal year shall provide the amount made available under section 4202(c)(1) to eligible entities for community learning centers in accordance with this part. To be eligible to receive an award, an eligible entity shall submit an application to the State Educational Agency at such time, in such manner, and including such information as the SEA may reasonably require. Contents, approval of certain applications, permissive local match, peer review, geographic diversity, duration of awards, number of awards and priority regulations are included under SEC. 4204, LOCAL COMPETITIVE GRANT PROGRAM.

Arizona announces annual statewide application competitions contingent on adequate funding. When soliciting competitive projects, Arizona's application process is carefully aligned with Federal and State requirements. Competitive grants are awarded in accordance with Federal and Arizona State Statutes, which require a Request for Grant Proposal be written specifying all required expectations for the entities to perform through a description or scope of work. Application guidance has been designed to create a level playing field where all applicants have an equal opportunity for success. The State accomplishes this in part by making expectations transparent and guidance as clear as possible, and by communicating this guidance in written and verbal formats via an ADA compliant website. Clarification can be sought via email and all responses are posted on the application page of the State's 21st CLCC website in a FAQs section so that no applicant receives access to information that another applicant would not have access to. The process has resulted in a proportionate mix of

Regional (urban vs. rural), regular public school and charter school and tribal sites benefitting from 21st CLCC grant awards.

Arizona's 21st CLCC grant awards for no less than \$50,000 annually for up to five (5) years provided funds are available and performance objectives are met, with the last two (2) years of funding being reduced for all awards to 75% in Years 4 and 5 of grant funding. Awards may be renewed for each successive year, up to the 5-year term, upon maintaining satisfactory compliance/low risk. A tiered system of technical assistance and compliance monitoring, including submission of a Continuing Application for each following year, ensures that each sub-grantee is eligible for renewed funding each year of the five potential years of funding.

The 21st CLCC grant applicants respond to the following application sections online through Arizona's Grants Management system:

- Program Need
- Program Design and Implementation
- Adequacy of Resources
- Program Objectives and Activities
- Evaluation
- Sustainability

Incorporated in the application sections, the applicants must demonstrate how their proposed program will comply with all aspects of the statutory requirements, including how its activities will meet the measures of effectiveness described in section 4205(b). The law and the Measures of Effectiveness are among the downloadable resources on the State's 21st CLCC website's application page and are referenced in the guidance for completing Arizona's 21st CLCC grant application.

Applicants must complete and upload the following assurances as part of their online applications:

- General Statement of Assurance (GSA) completed by the fiscal agent of compliance with Statutes and regulations including, sound accounting practices. The GSA contains an assurance that funds will supplement and not supplant other funds as indicated in ESSA.
- Participant Verification Form. This form is signed by external non-LEA partners to demonstrate their commitment to assist or provide some type of resources or expertise the 21st CLCC program.
- Adequacy of Resources Form provides signatures of responsible parties for each category of service provision, management and fiscal oversight, which provides assurance that the capacity to manage a federal grant accountably and in compliance with all requirements and regulations; data collection, evaluation and reporting is in place.
- Private School Consultation Form
- Statement of Assurance of Original Work
- Statement of Assurance of Community Notification

All the State's awarded programs must provide for a safe and healthy learning environment by ensuring that the following components are incorporated in their

applications and program implementation:

- Healthy food. Provide child nutrition programs including after school snack and summer meals. Most of Arizona 21st CCLC programs also offer free breakfast as part of their program and evening meals are increasingly being offered as well. These snacks and meals are funded by USDA snack and meals reimbursements through the Arizona Department of Education's Office of Health and Nutrition.
- Transportation. Safe transportation from school or an alternative program site if that is part of the program.
- Students with disabilities are served with appropriate accommodations in an easily accessible environment.
- Adult family members of those students who are actively participating in the regular 21st CCLC program are involved in the success of their children by providing adults with educational services and activities that are designed to help them advance their children's academic achievement. These may be services to support family engagement and/or family literacy that supports student learning.

The Arizona Department of Education (ADE) 21st CCLC specialists conduct an initial screen of all applications to ensure eligibility and compliance with Arizona's Competitive Discretionary Grant Guidelines and Procedures. If any of the following criteria is not met the application will be disqualified and will not move on to the Peer Review Process: 1) Application submitted by the due date and time 2) 40% or higher Free and Reduced Lunch count 3) Complete Application and 4) 4. Correct Application (written to serve students of one school site). Further, based on a rubric, if any of the following criteria are not met, the application may not move on for Peer Review: 1) Charter Board Compliance Check – good standing. This check relates to the charter contract as well as state, federal and local laws; 2) Arizona Grant Management- good standing with fiscal management and reporting, no programmatic holds; 3) 21st CCLC Prior Grant – good standing, compliant with grant requirements and 4) Budget Alignment – budget requests are substantially allowable and reasonable within application parameters. Applicants that are disqualified during the initial screening are notified of non-compliance status. Any applicant may appeal application decisions. During the initial screening, ADE staff also confirms whether applications moving on to the Peer Review have met the criteria to receive Priority Points based on low standing in Federal and Arizona State Accountability labels for the year prior to application submission.

Arizona uses a panel of peer reviewers to review and score 21st CCLC applications. A geographically diverse panel of reviewers with relevant expertise in effective academic, enrichment, youth development and related youth programs is selected to participate. No reviewer is selected that has a conflict of interest evidenced by being a current application round applicant or a representative thereof. The reviewers receive a thorough training through a secure online portal which includes reviewer expectations, an education in the law establishing the grant, Arizona's application and application guidance, and training in completing consistent scoring and comment writing based on a scoring rubric that is provided within the application guidance. Each application receives 3 independent reviews. Reviewers provide numerical scores and written comments regarding the strengths and weaknesses of each of the sections of the application using a rubric and based on the established criteria for each section. The reviewers are also able to alert 21st CCLC staff to any conditions which they believe should be addressed by ADE.

Upon completion of the grant review, a rank ordered funding slate is developed based on averaging the 3 peer reviewers' scores for each application. Arizona awards the top-ranking applications for which it has sufficient funding. All funding is contingent upon receipt of federal funds. In the event that anticipated federal funding is decreased, a proportional decrease will be made to all awardees.

#### **H. Title V, Part B, Subpart 2: Rural and Low-Income School Program**

1. Outcomes and Objectives (ESEA section 5223(b)(1)): Provide information on program objectives and outcomes for activities under Title V, Part B, Subpart 2, including how the SEA will use funds to help all students meet the challenging State academic standards.

Given the purpose of this subpart to address the unique needs of rural school districts that frequently lack the personnel and resources needed to compete effectively for Federal competitive grants, and receive formula grant allocations in amounts too small to be effective in meeting their intended purposes, LEAs participating in the Rural and Low-Income School program will be supported to flexibly leverage funds received through this subpart to locally meet Arizona's identified long-term goals for academic achievement, graduation rate, and English language proficiency as outlined in section (A)(4)(iii) for Arizona's school and LEA accountability system.

The primary program: objective and outcome for the RLIS program will be:

- All students in participating schools meeting or exceeding challenging state academic standards, as measured by Arizona's statewide accountability system.

Specific measurable program objectives, outcomes and activities for each participating LEA related to the Rural and Low-Income School program will be driven by local Comprehensive Needs Assessments completed by each participating school and the development of aligned Integrated Action Plans at the school and LEA level. Additional locally identified program objectives, as identified and driven by local the Comprehensive Needs Assessment, may include:

- All English language learners meeting or exceeding goals for gaining English language proficiency;
  - All students graduating from high school;
  - All students accessing a well-rounded education; and,
  - All students receiving instruction from highly effective, appropriately certified, instructional staff.
2. Technical Assistance (ESEA section 5223(b)(3)): Describe how the SEA will provide technical assistance to eligible LEAs to help such agencies implement the activities described in ESEA section 5222.

The Arizona Department of Education will provide technical assistance to eligible LEAs to support the development of local plans for the use of funds consistent with ESEA section 5222(a), that may include activities authorized under Title I, Part A; Title II, Part A; Title III; Title IV, Part A; and parental involvement activities. Technical assistance will include support for grant programmatic and fiscal application processes, coordination with applicable allowable program areas, support for LEAs regarding effective uses of funds and promising practices and

supporting peer-to-peer collaboration and communication between LEAs with awards under this Subpart.

Technical assistance, service and support may be provided by the Arizona Department of Education through a combination of face-to-face (conferences, workshops, meetings) and virtual opportunities (webinars, online courses, phone conferences). Additionally, support at any level may also be provided in conjunction with other partners – such as Regional Centers, County Education Service Agencies (ESA), postsecondary institutions and others.

#### **I. Education for Homeless Children and Youth program, McKinney-Vento Homeless Assistance Act, Title VII, Subtitle B**

1. Student Identification (722(g)(1)(B) of the McKinney-Vento Act): Describe the procedures the SEA will use to identify homeless children and youth in the State and to assess their needs.

Identification of children and youth experiencing homelessness will primarily be the responsibility of local educational agencies, using the McKinney Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) definition of homelessness; (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a) (1)). SEA supports LEA by providing support through annual training, professional development and identification tools, in addition to materials provided by the National Technical Assistance Provider. Upon identification and enrollment, local educational agencies will assess the needs of children and youth experiencing homelessness through a locally developed informal needs assessment tool.

Specific strategies that will be employed by the SEA include:

- Provide training to homeless liaisons regarding requirements specific to the McKinney Vento Act using in-person as well as on-line strategies to ensure maximum accessibility to the trainings.
- Expand training opportunities to include specific needs related to runaways.
- Monitor LEA implementation of the requirements in the McKinney Vento Act.
- Ensure that LEAs make school placement decisions based upon the best interests and needs of the homeless children and youth.
- Monitor to ensure that LEAs follow guidelines related to the immediate enrollment of children and youth who are identified as homeless.  
Continue to convene a state-wide advisory committee to ensure the needs of all homeless children and youth are identified and addressed.

2. Dispute Resolution (722(g)(1)(C) of the McKinney-Vento Act): Describe procedures for the prompt resolution of disputes regarding the educational placement of homeless children and youth.

The Arizona Department of Education Office of Homeless Education has established a dispute resolution procedure with the purpose of providing an opportunity for the parent/guardian/unaccompanied youth to dispute a local educational agency decision on eligibility, school selection, and enrollment or transportation feasibility. The procedure

ensures a prompt resolution with a full timeline of review and delivery of decision within 14 working days.

3. Support for School Personnel (722(g)(1)(D) of the McKinney-Vento Act): Describe programs for school personnel (including the LEA liaisons for homeless children and youth, principals and other school leaders, attendance officers, teachers, enrollment personnel, and specialized instructional support personnel) to heighten the awareness of such school personnel of the specific needs of homeless children and youth, including runaway and homeless children and youth.

The Arizona Department of Education Office of Homeless Education will provide ongoing training to all school personnel on the requirements of the McKinney-Vento Homeless Education Program, to heighten the awareness of children and youth and runaways experiencing homelessness. These training opportunities include in-person meetings, phone conference calls, webinars and conferences (local and national opportunities) and are conducted regionally throughout the State of Arizona.

4. Access to Services (722(g)(1)(F) of the McKinney-Vento Act): Describe procedures that ensure that:
  - i. Homeless children have access to public preschool programs, administered by the SEA or LEA, as provided to other children in the State;
  - ii. Homeless youth and youth separated from public schools are identified and accorded equal access to appropriate secondary education and support services, including by identifying and removing barriers that prevent youth described in this clause from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school, in accordance with State, local, and school policies; and
  - iii. Homeless children and youth who meet the relevant eligibility criteria do not face barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs, if such programs are available at the State and local levels.

Currently, Arizona does not have a public preschool program; however, children and youth experiencing homelessness have the same access to the provision of early childhood special education services as defined in Arizona Education Code:

- Preschool programs operated or administered by an LEA;
- Head Start programs receiving funding from an LEA or for which an LEA receives the grant;
- Preschool special education services operated or funded by the LEA or mandated under the Individuals with Disabilities Education Act;
- Preschool programs and services administered or funded by the LEA through the use of Title I or similar government grants; and
- Home-based early childhood educational services funded and administered by an LEA.

The Office of Homeless Education will continue to build upon existing collaboration with the Early Childhood Education Unit, providing new avenues for training, technical

assistance and collaboration at the local level.

The Arizona Department of Education enables schools to maintain current course names and local course codes and also links those courses and codes to a common statewide course framework through the Arizona Education Data Standards (AzEDS) school and LEA data reporting process.

Furthermore, the Office of Homeless Education works collaboratively with local educational agencies to develop locally driven policies and procedures to support children and youth experiencing homelessness and ensure they face no barriers that prevent them from receiving appropriate credit for full or partial coursework satisfactorily completed while attending a prior school.

The Arizona Department of Education Office of Homeless Education provides ongoing training and technical assistance to local educational agencies, ensuring all barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs are removed and addressed for children and youth experiencing homelessness.

5. Strategies to Address Other Problems (722(g)(1)(H) of the McKinney-Vento Act): Provide strategies to address other problems with respect to the education of homeless children and youth, including problems resulting from enrollment delays that are caused by—
- i. requirements of immunization and other required health records;
  - ii. residency requirements;
  - iii. lack of birth certificates, school records, or other documentation;
  - iv. guardianship issues; or
  - v. uniform or dress code requirements.

The Arizona Department of Education Office of Homeless Education provides training and technical assistance that ensures all barriers to the enrollment and retention of children and youth are removed. The training and technical assistance review both state education code and Every Student Succeeds Act requirements for removal of barriers for children and youth experiencing homelessness. These barriers include immunization requirements; residency requirements; lack of birth certificates, school records, or other documentation; guardianship issues; or uniform or dress code requirements.

6. Policies to Remove Barriers (722(g)(1)(I) of the McKinney-Vento Act): Demonstrate that the SEA and LEAs in the State have developed, and shall review and revise, policies to remove barriers to the identification of homeless children and youth, and the enrollment and retention of homeless children and youth in schools in the State, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

The Arizona Department of Education Office of Homeless Education collaborates with the Arizona School Boards Association and Arizona State Board for Charter Schools to develop draft policies

ensuring all barriers to the enrollment and retention of children and youth in homeless situations are removed. The draft policies are then amended and/or adopted by local educational agencies. Through the monitoring process, the Office of Homeless Education will review all local educational agency homeless education policies ensuring all barriers to the enrollment and retention of homeless children and youth are removed, including barriers to enrollment and retention due to outstanding fees or fines, or absences.

7. Assistance from Counselors (722(g)(1)(K)): A description of how youths described in section 725(2) will receive assistance from counselors to advise such youths and prepare and improve the readiness of such youths for college.

The Arizona Department of Education will develop an annual assurance, through the General Statement of Assurance, ensuring local educational agencies provide assistance from counselors to advise youth and prepare and improve the readiness of such youth for college. SEA will provide LEA Counselors with support materials via the College Cost Reeducation Act; to increase access to Higher Education through local collaborative efforts such as College Depot, Maricopa Community Colleges, Arizona State University, University of Arizona and Northern Arizona University. In addition to specific needs for Unaccompanied Youth such as; FASFA completion, fee waivers for costs associated with college enrollment requirements and collaborate/advocate on behalf of the student.

## Appendix A: Measurements of interim progress

*Instructions: Each SEA must include the measurements of interim progress toward meeting the long-term goals for academic achievement, graduation rates, and English language proficiency, set forth in the State's response to Title I, Part A question 4.iii, for all students and separately for each subgroup of students, including those listed in response to question 4.i.a. of this document. For academic achievement and graduation rates, the State's measurements of interim progress must take into account the improvement necessary on such measures to make significant progress in closing statewide proficiency and graduation rate gaps.*

### A. Academic Achievement

3rd Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	43	49	55	61	67	72	78	84	90
<b>Black or African-American</b>	32	39	47	54	61	68	76	83	90
<b>Hispanic or Latino</b>	31	38	46	53	61	68	75	83	90
<b>American Indian or Alaska Native</b>	21	30	38	47	56	64	73	81	90
<b>Native Hawaiian or Pacific Islander</b>	46	52	57	63	68	74	79	85	90
<b>Multiple Races</b>	52	57	62	66	71	76	81	85	90
<b>White (non-Hispanic)</b>	58	62	66	70	74	78	82	86	90
<b>Asian</b>	67	70	73	76	79	81	84	87	90
<b>ELL (Plus FEP 1-4)</b>	18	27	36	45	54	63	72	81	90
<b>Economically Disadvantaged</b>	30	38	45	53	60	68	75	83	90
<b>SPED</b>	15	24	34	43	53	62	71	81	90

4th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	48	53	59	64	69	74	80	85	90
<b>Black or African-American</b>	36	43	50	56	63	70	77	83	90
<b>Hispanic or Latino</b>	36	43	50	56	63	70	77	83	90
<b>American Indian or Alaska Native</b>	24	32	41	49	57	65	74	82	90
<b>Native Hawaiian or Pacific Islander</b>	50	55	60	65	70	75	80	85	90
<b>Multiple Races</b>	58	62	66	70	74	78	82	86	90
<b>White (non-Hispanic)</b>	64	67	71	74	77	80	84	87	90
<b>Asian</b>	73	75	77	79	82	84	86	88	90
<b>ELL (Plus FEP 1-4)</b>	31	38	46	53	61	68	75	83	90
<b>Economically Disadvantaged</b>	35	42	49	56	63	69	76	83	90
<b>SPED</b>	16	25	35	44	53	62	72	81	90

5th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	47	52	58	63	69	74	79	85	90
<b>Black or African-American</b>	35	42	49	56	63	69	76	83	90
<b>Hispanic or Latino</b>	35	42	49	56	63	69	76	83	90
<b>American Indian or Alaska Native</b>	21	30	38	47	56	64	73	81	90
<b>Native Hawaiian or Pacific Islander</b>	51	56	61	66	71	75	80	85	90
<b>Multiple Races</b>	55	59	64	68	73	77	81	86	90
<b>White (non-Hispanic)</b>	62	66	69	73	76	80	83	87	90
<b>Asian</b>	73	75	77	79	82	84	86	88	90
<b>ELL (Plus FEP 1-4)</b>	27	35	43	51	59	66	74	82	90
<b>Economically Disadvantaged</b>	34	41	48	55	62	69	76	83	90
<b>SPED</b>	12	22	32	41	51	61	71	80	90

6th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only 2016</b>	39	45	52	58	65	71	77	84	90
<b>Black or African-American</b>	27	35	43	51	59	66	74	82	90
<b>Hispanic or Latino</b>	26	34	42	50	58	66	74	82	90
<b>American Indian or Alaska Native</b>	15	24	34	43	53	62	71	81	90
<b>Native Hawaiian or Pacific Islander</b>	39	45	52	58	65	71	77	84	90
<b>Multiple Races</b>	49	54	59	64	70	75	80	85	90
<b>White (non-Hispanic)</b>	55	59	64	68	73	77	81	86	90
<b>Asian</b>	68	71	74	76	79	82	85	87	90
<b>ELL (Plus FEP 1-4)</b>	12	22	32	41	51	61	71	80	90
<b>Economically Disadvantaged</b>	25	33	41	49	58	66	74	82	90
<b>SPED</b>	8	18	29	39	49	59	70	80	90

7th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only 2016</b>	43	49	55	61	67	72	78	84	90
<b>Black or African-American</b>	33	40	47	54	62	69	76	83	90
<b>Hispanic or Latino</b>	31	38	46	53	61	68	75	83	90
<b>American Indian or Alaska Native</b>	17	26	35	44	54	63	72	81	90
<b>Native Hawaiian or Pacific Islander</b>	33	40	47	54	62	69	76	83	90
<b>Multiple Races</b>	51	56	61	66	71	75	80	85	90
<b>White (non-Hispanic)</b>	58	62	66	70	74	78	82	86	90
<b>Asian</b>	68	71	74	76	79	82	85	87	90
<b>ELL (Plus FEP 1-4)</b>	10	20	30	40	50	60	70	80	90
<b>Economically Disadvantaged</b>	29	37	44	52	60	67	75	82	90
<b>SPED</b>	8	18	29	39	49	59	70	80	90

8th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only 2016</b>	35	42	49	56	63	69	76	83	90
<b>Black or African-American</b>	25	33	41	49	58	66	74	82	90
<b>Hispanic or Latino</b>	24	32	41	49	57	65	74	82	90
<b>American Indian or Alaska Native</b>	12	22	32	41	51	61	71	80	90
<b>Native Hawaiian or Pacific Islander</b>	34	41	48	55	62	69	76	83	90
<b>Multiple Races</b>	38	45	51	58	64	71	77	84	90
<b>White (non-Hispanic)</b>	48	53	59	64	69	74	80	85	90
<b>Asian</b>	63	66	70	73	77	80	83	87	90
<b>ELL (Plus FEP 1-4)</b>	6	17	27	38	48	59	69	80	90
<b>Economically Disadvantaged</b>	22	31	39	48	56	65	73	82	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

9th Grade ELA									
Subgroups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only 2016</b>	36	43	50	56	63	70	77	83	90
<b>Black or African-American</b>	25	33	41	49	58	66	74	82	90
<b>Hispanic or Latino</b>	25	33	41	49	58	66	74	82	90
<b>American Indian or Alaska Native</b>	15	24	34	43	53	62	71	81	90
<b>Native Hawaiian or Pacific Islander</b>	38	45	51	58	64	71	77	84	90
<b>Multiple Races</b>	44	50	56	61	67	73	79	84	90
<b>White (non-Hispanic)</b>	49	54	59	64	70	75	80	85	90
<b>Asian</b>	62	66	69	73	76	80	83	87	90
<b>ELL (Plus FEP 1-4)</b>	6	17	27	38	48	59	69	80	90
<b>Economically Disadvantaged</b>	23	31	40	48	57	65	73	82	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

10th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only 2016</b>	30	38	45	53	60	68	75	83	90
<b>Black or African-American</b>	21	30	38	47	56	64	73	81	90
<b>Hispanic or Latino</b>	20	29	38	46	55	64	73	81	90
<b>American Indian or Alaska Native</b>	11	21	31	41	51	60	70	80	90
<b>Native Hawaiian or Pacific Islander</b>	32	39	47	54	61	68	76	83	90
<b>Multiple Races</b>	37	44	50	57	64	70	77	83	90
<b>White (non-Hispanic)</b>	42	48	54	60	66	72	78	84	90
<b>Asian</b>	58	62	66	70	74	78	82	86	90
<b>ELL (Plus FEP 1-4)</b>	4	15	26	36	47	58	69	79	90
<b>Economically Disadvantaged</b>	18	27	36	45	54	63	72	81	90
<b>SPED</b>	5	16	26	37	48	58	69	79	90

11th Grade ELA									
Sub Groups	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	31	38	46	53	61	68	75	83	90
<b>Black or African-American</b>	21	30	38	47	56	64	73	81	90
<b>Hispanic or Latino</b>	21	30	38	47	56	64	73	81	90
<b>American Indian or Alaska Native</b>	12	22	32	41	51	61	71	80	90
<b>Native Hawaiian or Pacific Islander</b>	30	38	45	53	60	68	75	83	90
<b>Multiple Races</b>	38	45	51	58	64	71	77	84	90
<b>White (non-Hispanic)</b>	42	48	54	60	66	72	78	84	90
<b>Asian</b>	57	61	65	69	74	78	82	86	90
<b>ELL (Plus FEP 1-4)</b>	6	17	27	38	48	59	69	80	90
<b>Economically Disadvantaged</b>	19	28	37	46	55	63	72	81	90
<b>SPED</b>	4	15	26	36	47	58	69	79	90

3rd Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	47	52	58	63	69	74	79	85	90
<b>Black or African-American</b>	34	41	48	55	62	69	76	83	90
<b>Hispanic or Latino</b>	36	43	50	56	63	70	77	83	90
<b>American Indian or Alaska Native</b>	25	33	41	49	58	66	74	82	90
<b>Native Hawaiian or Pacific Islander</b>	50	55	60	65	70	75	80	85	90
<b>Multiple Races</b>	56	60	65	69	73	77	82	86	90
<b>White (non-Hispanic)</b>	61	65	68	72	76	79	83	86	90
<b>Asian</b>	77	79	80	82	84	85	87	88	90
<b>ELL (Plus FEP 1-4)</b>	27	35	43	51	59	66	74	82	90
<b>Economically Disadvantaged</b>	35	42	49	56	63	69	76	83	90
<b>SPED</b>	20	29	38	46	55	64	73	81	90

4th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	46	52	57	63	68	74	79	85	90
<b>Black or African-American</b>	31	38	46	53	61	68	75	83	90
<b>Hispanic or Latino</b>	34	41	48	55	62	69	76	83	90
<b>American Indian or Alaska Native</b>	26	34	42	50	58	66	74	82	90
<b>Native Hawaiian or Pacific Islander</b>	51	56	61	66	71	75	80	85	90
<b>Multiple Races</b>	53	58	62	67	72	76	81	85	90
<b>White (non-Hispanic)</b>	61	65	68	72	76	79	83	86	90
<b>Asian</b>	77	79	80	82	84	85	87	88	90
<b>ELL (Plus FEP 1-4)</b>	33	40	47	54	62	69	76	83	90
<b>Economically Disadvantaged</b>	33	40	47	54	62	69	76	83	90
<b>SPED</b>	16	25	35	44	53	62	72	81	90

5th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	47	52	58	63	69	74	79	85	90
<b>Black or African-American</b>	33	40	47	54	62	69	76	83	90
<b>Hispanic or Latino</b>	37	44	50	57	64	70	77	83	90
<b>American Indian or Alaska Native</b>	26	34	42	50	58	66	74	82	90
<b>Native Hawaiian or Pacific Islander</b>	53	58	62	67	72	76	81	85	90
<b>Multiple Races</b>	54	59	63	68	72	77	81	86	90
<b>White (non-Hispanic)</b>	61	65	68	72	76	79	83	86	90
<b>Asian</b>	79	80	82	83	85	86	87	89	90
<b>ELL (Plus FEP 1-4)</b>	32	39	47	54	61	68	76	83	90
<b>Economically Disadvantaged</b>	35	42	49	56	63	69	76	83	90
<b>SPED</b>	14	24	33	43	52	62	71	81	90

6th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	41	47	53	59	66	72	78	84	90
<b>Black or African-American</b>	26	34	42	50	58	66	74	82	90
<b>Hispanic or Latino</b>	29	37	44	52	60	67	75	82	90
<b>American Indian or Alaska Native</b>	20	29	38	46	55	64	73	81	90
<b>Native Hawaiian or Pacific Islander</b>	44	50	56	61	67	73	79	84	90
<b>Multiple Races</b>	49	54	59	64	70	75	80	85	90
<b>White (non-Hispanic)</b>	56	60	65	69	73	77	82	86	90
<b>Asian</b>	71	73	76	78	81	83	85	88	90
<b>ELL (Plus FEP 1-4)</b>	17	26	35	44	54	63	72	81	90
<b>Economically Disadvantaged</b>	27	35	43	51	59	66	74	82	90
<b>SPED</b>	9	19	29	39	50	60	70	80	90

7th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	33	40	47	54	62	69	76	83	90
<b>Black or African-American</b>	20	29	38	46	55	64	73	81	90
<b>Hispanic or Latino</b>	23	31	40	48	57	65	73	82	90
<b>American Indian or Alaska Native</b>	14	24	33	43	52	62	71	81	90
<b>Native Hawaiian or Pacific Islander</b>	27	35	43	51	59	66	74	82	90
<b>Multiple Races</b>	37	44	50	57	64	70	77	83	90
<b>White (non-Hispanic)</b>	46	52	57	63	68	74	79	85	90
<b>Asian</b>	60	64	68	71	75	79	83	86	90
<b>ELL (Plus FEP 1-4)</b>	9	19	29	39	50	60	70	80	90
<b>Economically Disadvantaged</b>	21	30	38	47	56	64	73	81	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

8th Grade Math									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	28	36	44	51	59	67	75	82	90
<b>Black or African-American</b>	18	27	36	45	54	63	72	81	90
<b>Hispanic or Latino</b>	23	31	40	48	57	65	73	82	90
<b>American Indian or Alaska Native</b>	12	22	32	41	51	61	71	80	90
<b>Native Hawaiian or Pacific Islander</b>	34	41	48	55	62	69	76	83	90
<b>Multiple Races</b>	32	39	47	54	61	68	76	83	90
<b>White (non-Hispanic)</b>	38	45	51	58	64	71	77	84	90
<b>Asian</b>	55	59	64	68	73	77	81	86	90
<b>ELL (Plus FEP 1-4)</b>	10	20	30	40	50	60	70	80	90
<b>Economically Disadvantaged</b>	20	29	38	46	55	64	73	81	90
<b>SPED</b>	5	16	26	37	48	58	69	79	90

Algebra 1 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	78	80	81	83	84	86	87	89	90
<b>Black or African-American</b>	64	67	71	74	77	80	84	87	90
<b>Hispanic or Latino</b>	69	72	74	77	80	82	85	87	90
<b>American Indian or Alaska Native</b>	55	59	64	68	73	77	81	86	90
<b>Native Hawaiian or Pacific Islander</b>	56	60	65	69	73	77	82	86	90
<b>Multiple Races</b>	78	80	81	83	84	86	87	89	90
<b>White (non-Hispanic)</b>	83	84	85	86	87	87	88	89	90
<b>Asian</b>	87	87	88	88	89	89	89	90	90
<b>ELL (Plus FEP 1-4)</b>	68	71	74	76	79	82	85	87	90
<b>Economically Disadvantaged</b>	67	70	73	76	79	81	84	87	90
<b>SPED</b>	58	62	66	70	74	78	82	86	90

Geometry (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	85	86	86	87	88	88	89	89	90
<b>Black or African-American</b>	69	72	74	77	80	82	85	87	90
<b>Hispanic or Latino</b>	77	79	80	82	84	85	87	88	90
<b>American Indian or Alaska Native</b>	79	80	82	83	85	86	87	89	90
<b>Native Hawaiian or Pacific Islander</b>	83	84	85	86	87	87	88	89	90
<b>Multiple Races</b>	89	89	89	89	90	90	90	90	90
<b>White (non-Hispanic)</b>	87	87	88	88	89	89	89	90	90
<b>Asian</b>	88	88	89	89	89	89	90	90	90
<b>ELL (Plus FEP 1-4)</b>	58	62	66	70	74	78	82	86	90
<b>Economically Disadvantaged</b>	77	79	80	82	84	85	87	88	90
<b>SPED</b>	60	64	68	71	75	79	83	86	90

Algebra 2 (tested prior to HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	78	80	81	83	84	86	87	89	90
<b>Black or African-American</b>	*								90
<b>Hispanic or Latino</b>	*								90
<b>American Indian or Alaska Native</b>	*								90
<b>Native Hawaiian or Pacific Islander</b>	*								90
<b>Multiple Races</b>	*								90
<b>White (non-Hispanic)</b>	75	77	79	81	83	84	86	88	90
<b>Asian</b>	97	97	97	97	97	97	97	97	97
<b>ELL (Plus FEP 1-4)</b>	*								90
<b>Economically Disadvantaged</b>	*								90
<b>SPED</b>	*								90
* Denotes sub group population less than 10.									

Algebra 1 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	29	37	44	52	60	67	75	82	90
<b>Black or African-American</b>	21	30	38	47	56	64	73	81	90
<b>Hispanic or Latino</b>	23	31	40	48	57	65	73	82	90
<b>American Indian or Alaska Native</b>	14	24	33	43	52	62	71	81	90
<b>Native Hawaiian or Pacific Islander</b>	31	38	46	53	61	68	75	83	90
<b>Multiple Races</b>	31	38	46	53	61	68	75	83	90
<b>White (non-Hispanic)</b>	39	45	52	58	65	71	77	84	90
<b>Asian</b>	53	58	62	67	72	76	81	85	90
<b>ELL (Plus FEP 1-4)</b>	8	18	29	39	49	59	70	80	90
<b>Economically Disadvantaged</b>	22	31	39	48	56	65	73	82	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

Geometry (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	33	40	47	54	62	69	76	83	90
<b>Black or African-American</b>	20	29	38	46	55	64	73	81	90
<b>Hispanic or Latino</b>	23	31	40	48	57	65	73	82	90
<b>American Indian or Alaska Native</b>	18	27	36	45	54	63	72	81	90
<b>Native Hawaiian or Pacific Islander</b>	34	41	48	55	62	69	76	83	90
<b>Multiple Races</b>	37	44	50	57	64	70	77	83	90
<b>White (non-Hispanic)</b>	45	51	56	62	68	73	79	84	90
<b>Asian</b>	58	62	66	70	74	78	82	86	90
<b>ELL (Plus FEP 1-4)</b>	10	20	30	40	50	60	70	80	90
<b>Economically Disadvantaged</b>	23	31	40	48	57	65	73	82	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

Algebra 2 (tested in HS)									
	Baseline	2018	2021	2024	2027	2030	2033	2036	2039
<b>FAY only</b>	30	38	45	53	60	68	75	83	90
<b>Black or African-American</b>	19	28	37	46	55	63	72	81	90
<b>Hispanic or Latino</b>	20	29	38	46	55	64	73	81	90
<b>American Indian or Alaska Native</b>	11	21	31	41	51	60	70	80	90
<b>Native Hawaiian or Pacific Islander</b>	28	36	44	51	59	67	75	82	90
<b>Multiple Races</b>	33	40	47	54	62	69	76	83	90
<b>White (non-Hispanic)</b>	41	47	53	59	66	72	78	84	90
<b>Asian</b>	57	61	65	69	74	78	82	86	90
<b>ELL (Plus FEP 1-4)</b>	11	21	31	41	51	60	70	80	90
<b>Economically Disadvantaged</b>	18	27	36	45	54	63	72	81	90
<b>SPED</b>	6	17	27	38	48	59	69	80	90

## B. Graduation Rates

Subgroup	2015 Baseline	2018	2021	2024	2027	2030 Long-term Goal
All students	77%	79.6	82.2	84.8	87.4	90%
Economically disadvantaged students	73%	76.4	79.8	83.2	86.6	90%
Children with disabilities	66%	70.8	75.6	80.4	85.2	90%
English learners	25%*	*	*	*	*	90%
American Indian/Alaskan Native	66%	70.8	75.6	80.4	85.2	90%
Asian	87%	87.6	88.2	88.8	89.4	90%
Hispanic/Latino	72%	75.6	79.2	82.8	86.4	90%
Black/African American	74%	77.2	80.4	83.6	86.8	90%
White	84%	85.2	86.4	87.6	88.8	90%
Native Hawaiian/Pacific Islander	70%	74.0	78.0	82.0	86.0	90%
Multiple Races	72%	75.6	79.2	82.8	86.4	90%

\*In 2017, Arizona will change its methodology for determining EL subgroup graduation rate. Currently, this graduation rate is determined by the number of 12<sup>th</sup> grade students who are still classified as EL students who graduate with their cohort. In 2017, this rate will be determined by assessing the number of EL students who were ever classified during high school as EL and graduated with their cohort. Once the EL graduation rate using the new methodology is determined, baseline and MIPs will be realigned.

### C. Progress in Achieving English Language Proficiency

In FY 2016 the cut scores for English language proficiency were changed, impacting the progress rates and reclassification rates for English learners, and is illustrated in Table I. Table II provides more detail about student's EL growth in FY 2018. The top portion of the table provides the percentages of each grade-band who achieved each level of achievement. Table III further details those students who were at the high-intermediate range of EL achievement in FY 2017 and remained in that achievement range throughout FY 2018.

**Table I: Achieved and Projected Interim Progress for English Language Learners**

	FY2016	FY2017	FY2018	2018 Interim Objective	2020 Interim Objective	2022 Interim Objective	2024 Interim Objective
EL students that grew at least one level excluding kindergarten	42.30%	31.45%	33.20%	30%	36%	42%	48%
EL students that grew at least one level including kindergarten	45.45%	37.88%	38.94%	30%	36%	42%	48%
EL students that reclassified as Proficient excluding kindergarten	19.59%	9.63%	10.40%				
EL students that reclassified as Proficient including kindergarten	18.89%	10.61%	10.88%				
Weighted growth excluding kindergarten		34.48%	36.98%				
Weighted growth including kindergarten		46.60%	46.86%				

**Table II: Fiscal Year 2018 English Language Achievement Growth**

	<b>KG</b>	<b>Grades 1-3</b>	<b>Grades 4-6</b>	<b>Grades 7-12</b>
<b>No Growth</b>	61.04%	75.38%	76.48%	80.31%
<b>Progressed 1 level</b>	22.26%	21.70%	21.69%	17.26%
<b>Progressed 2 levels</b>	15.28%	2.69%	1.90%	2.39%
<b>Progressed 3 levels</b>	1.42%	0.23%	0.04%	0.05%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>
<b>Intermediate proficiency in FY 2017 continued in FY 2018</b>	42.86%	54.28%	74.57%	77.58%

**Table III. Percent of Students with Intermediate Proficiency in 2017 Who Did Not Progress to Proficient in FY 2018**

<b>Remained intermediate by Grade from 2017 to 2018</b>	<b>Grade</b>	<b>Percent</b>
	<b>Grade 1</b>	58.93%
	<b>Grade 2</b>	44.53%
	<b>Grade 3</b>	63.04%
	<b>Grade 4</b>	72.75%
	<b>Grade 5</b>	71.55%
	<b>Grade 6</b>	80.10%
	<b>Grade 7</b>	83.23%
	<b>Grade 8</b>	82.95%
	<b>Grade 9</b>	71.42%
	<b>Grade 10</b>	70.15%
	<b>Grade 11</b>	72.17%
	<b>Grade 12</b>	75.55%

## NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede

equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use

might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Section 427 of the General Education Provisions Act (GEPA) requires a description of the steps that will be taken to ensure equitable access to, and participation in, federally assisted programs for students, teachers and other program beneficiaries. To ensure equitable participation and access project resources, the following considerations will be made:

- When requested, the Arizona Department of Education will produce dissemination materials (e.g., direct mailings, e-mails, on-line announcements) in both English and Spanish. Other considerations will be made to ensure the document is readily accessible to traditionally underrepresented groups.
- The project staff will coordinate the process of cooperation and collaboration between and among the project participants to ensure equitable access and participation of recipients of the project funds.
- The project staff will conduct accessibility assessments of their programs' physical and instructional environments.

- The project staff will eliminate physical and learning barriers in the educational settings and provide reasonable accommodations to those being served.
- The project staff will carefully consider issues of cultural diversity and sensitivity by reviewing instructional elements of the program. Careful attention to topics covered in the program will be considered based on how participants might respond, react, or perceive information being presented.
- Training on cultural, gender, race, and national origin will be provided to all personnel associated with this project.

The Arizona Department of Education shall maintain non-discriminatory learning environments to ensure that participants are not excluded from participation in, denied the benefits of or otherwise subjected to discrimination in any program or activity of the district on the basis of race, color, ethnicity, religion, gender, disability or national origin. The right of any student to attend and participate in school activities will be limited only when the welfare of others may be threatened. When students act irresponsibly, they will be held accountable so as to preserve an appropriate educational setting for others. These provisions are supported in the proposal as well as in the Department's policies and rules supporting diversity

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

## The Hexagon: An Exploration Tool

The Hexagon can be used as a planning tool to guide selection and evaluate potential practices for use.

### GRANTEE INDICATORS

#### CAPACITY TO IMPLEMENT

Staff meet minimum qualifications

Able to sustain staffing, coaching, training, data systems, performance assessment, and administration

- Financially
- Structurally
- Cultural responsiveness capacity

Buy-in process operationalized

- Practitioners
- Families

#### FIT WITH CURRENT INITIATIVES

Alignment with community, regional, state priorities

Fit with family and community values, culture and history

Impact on other interventions & initiatives

Alignment with grantee's organizational structure

#### NEED

Target population identified

Disaggregated data indicating population needs

Parent & community perceptions of need

Addresses service or system gaps

### PRACTICE INDICATORS

#### EVIDENCE

Strength of evidence—for which children in what settings?

- Number of studies
- Head Start context
- Diverse cultural groups

Efficacy or Effectiveness

Outcomes – Is it worth it?

#### SUPPORTS

Expert Assistance

Staffing

Comprehensive professional development

Data Systems

Technology Supports (IT)

Administration & System

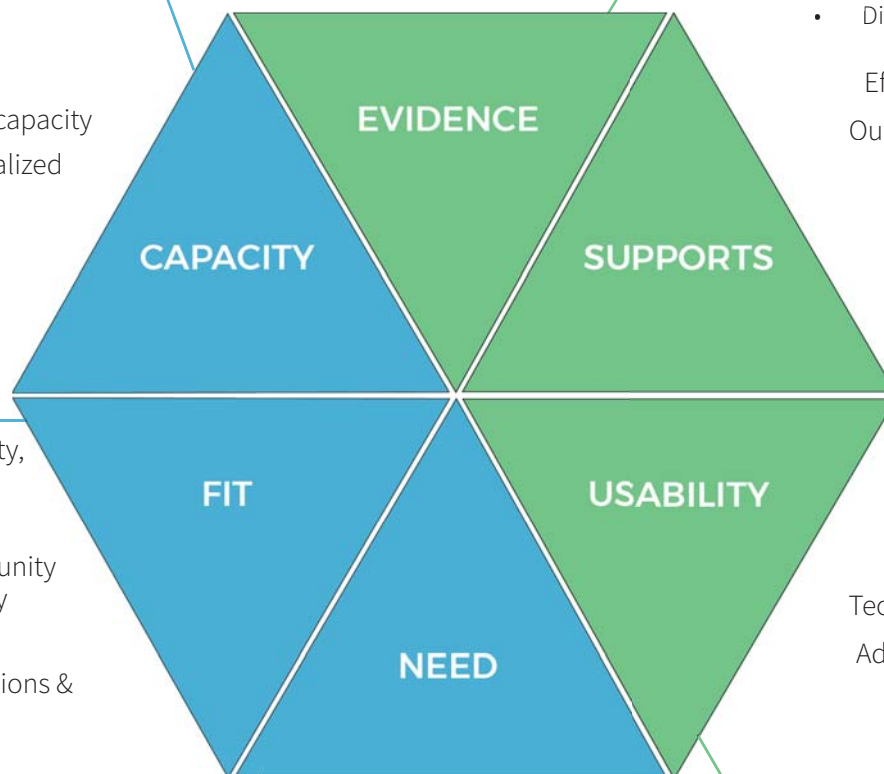
#### USABILITY

Well-defined practice

Successful grantees to observe

Several replications

Adaptations for context



### Arizona Implementation Stages and Drivers Matrix

Organization System	Competency Systems						Leadership Drivers
	Teaching Reading Effectively	LETRS	Coaching	AzM2 Data	TSG Data	Benchmark Data	
Implementation Science	Also, part of the competency system	Also, part of the competency system; integral to the competency system	Also, has a performance assessment	Also, leadership driver as members support adaptive and technical problem solving, has a performance assessment	Also, a performance assessment	Also, a performance assessment	Read On Arizona, FTF, DWW Learning Exchange Ambassadors

## Designated Qualified Opportunity Zones

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Click arrow to filter state				
State	County	Census Tract Number	Tract Type	ACS Data Source
Arizona	Apache	04001945100	Low-Income Community	2011-2015
Arizona	Apache	04001970200	Low-Income Community	2011-2015
Arizona	Apache	04001970502	Non-LIC Contiguous	2011-2015
Arizona	Cochise	04003000301	Low-Income Community	2011-2015
Arizona	Cochise	04003000600	Low-Income Community	2011-2015
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Arizona	Cochise	04003001702	Low-Income Community	2011-2015
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Arizona	Coconino	04005945200	Low-Income Community	2011-2015
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Arizona	Maricopa	04013106802	Low-Income Community	2011-2015
Arizona	Maricopa	04013107201	Low-Income Community	2011-2015
Arizona	Maricopa	04013107300	Low-Income Community	2011-2015
Arizona	Maricopa	04013107400	Low-Income Community	2011-2015
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Arizona	Maricopa	04013109300	Low-Income Community	2011-2015
Arizona	Maricopa	04013110100	Low-Income Community	2011-2015

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Arizona	Maricopa	04013111700	Low-Income Community	2011-2015
Arizona	Maricopa	04013112100	Low-Income Community	2011-2015
Arizona	Maricopa	04013112509	Low-Income Community	2011-2015
Arizona	Maricopa	04013112512	Low-Income Community	2011-2015
Arizona	Maricopa	04013112513	Low-Income Community	2011-2015
Arizona	Maricopa	04013113100	Low-Income Community	2011-2015
Arizona	Maricopa	04013113203	Low-Income Community	2011-2015
Arizona	Maricopa	04013113300	Low-Income Community	2011-2015
Arizona	Maricopa	04013113801	Low-Income Community	2011-2015
Arizona	Maricopa	04013113900	Low-Income Community	2011-2015
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Arizona	Maricopa	04013114200	Low-Income Community	2011-2015
Arizona	Maricopa	04013114800	Low-Income Community	2011-2015
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Arizona	Maricopa	04013115200	Low-Income Community	2011-2015
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Arizona	Maricopa	04013115801	Low-Income Community	2011-2015
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Arizona	Maricopa	04013421502	Low-Income Community	2011-2015
Arizona	Maricopa	04013422203	Low-Income Community	2011-2015
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Arizona	Mohave	04015953900	Non-LIC Contiguous	2011-2015
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Arizona	Mohave	04015955000	Low-Income Community	2011-2015
Arizona	Navajo	04017960500	Low-Income Community	2011-2015
Arizona	Navajo	04017963300	Low-Income Community	2011-2015
Arizona	Navajo	04017965300	Low-Income Community	2011-2015
Arizona	Pima	04019000100	Low-Income Community	2011-2015

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Arizona	Pima	04019000300	Low-Income Community	2011-2015
Arizona	Pima	04019000400	Low-Income Community	2011-2015
Arizona	Pima	04019000800	Low-Income Community	2011-2015
Arizona	Pima	04019001200	Low-Income Community	2011-2015
Arizona	Pima	04019001302	Low-Income Community	2011-2015
Arizona	Pima	04019001303	Low-Income Community	2011-2015
Arizona	Pima	04019001801	Low-Income Community	2011-2015
Arizona	Pima	04019002201	Low-Income Community	2011-2015
Arizona	Pima	04019002202	Low-Income Community	2011-2015
Arizona	Pima	04019002300	Low-Income Community	2011-2015
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Arizona	Pima	04019003501	Low-Income Community	2011-2015
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Arizona	Pima	04019004122	Low-Income Community	2011-2015
Arizona	Pima	04019004504	Low-Income Community	2011-2015
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Arizona	Pima	04019410502	Non-LIC Contiguous	2011-2015
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Arizona	Pinal	04021000400	Low-Income Community	2012-2016
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Arizona	Santa Cruz	04023966302	Low-Income Community	2011-2015
Arizona	Santa Cruz	04023966402	Low-Income Community	2011-2015
Arizona	Yavapai	04025000606	Low-Income Community	2011-2015
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Arizona	Yavapai	04025001601	Low-Income Community	2011-2015
Arizona	Yavapai	04025002100	Low-Income Community	2011-2015
Arizona	Yuma	04027000100	Low-Income Community	2011-2015
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Arizona	Yuma	04027010913	Low-Income Community	2011-2015
Arizona	Yuma	04027011202	Low-Income Community	2011-2015
Arizona	Yuma	04027011403	Low-Income Community	2011-2015
Arizona	Yuma	04027011501	Low-Income Community	2011-2015
Arizona	Yuma	04027011600	Low-Income Community	2011-2015
Arizona	Yuma	04027012100	Low-Income Community	2011-2015

# **UPDATE TO THE ARIZONA STATE LITERACY INSTRUCTION PLAN**



**June 30, 2017**

## Arizona State Literacy Plan

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## Section I: Arizona's Story

### Executive Summary

In October 2010, Arizona received a federal Department of Education Striving Readers grant to develop a State Literacy Plan. While there have been many successful initiatives and projects across the state that have improved literacy achievement over the years, the opportunity to connect, coordinate, and establish a cohesive Literacy Plan extending from birth through grade twelve was embraced with enthusiasm. Certainly research and evidence-based best practice has indicated that a state-wide literacy plan serves to guide ongoing improvement in literacy achievement for all students.

To develop the plan, the Arizona Department of Education (ADE) convened a State Literacy Team. Members represented multiple areas of experience and expertise including classroom and district educators, teachers of diverse learners, coaches, and early childhood leaders. The inclusion of state and school library, higher education, and community and family literacy professionals extended the collaborative partnership to encompass birth through grade twelve. This State Literacy Team provided the impetus for literacy experts from across the field to gather together and design a comprehensive literacy plan that builds upon Arizona's past successes and initiatives. The State Literacy Plan provided Arizona with an excellent opportunity to formulate a unifying state plan for literacy instruction that will ensure all of our students will learn to read by third grade and, in turn, graduate as literate citizens.

The purpose of the Arizona State Literacy Plan was to create a cohesive, seamless roadmap for parents, educators, professionals, policy makers, and community stakeholders that outlined the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan provided guidance on the support required at all stages of growth to ensure that maximal learning is maximized. The State Literacy Plan transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes.

At the time, Arizona had significant components in place to support literacy development. The state successfully implemented Reading First and Early Reading First grants. Legislation supporting an Early Childhood agency, effective K-3 reading instruction, and high stakes literacy assessments for graduation was in place. Student achievement on state assessments in reading and writing steadily improved since 2005, with at least 70% of students meeting or exceeding across all grades from 3rd to high school, and. NAEP results for our diverse learners showed encouraging improvement.

In its initial work, the State Literacy team examined a significant body of research regarding language and literacy development and instruction. A conceptual framework resulted representing the layers of support necessary to ensure that students develop strong literacy skills. Leading research on language and literacy instruction along with the practical application of evidence based best practices, shaped the foundation of Arizona's State Literacy plan.

Important components in the framework include:

- A definition of literacy in the 21st century
- Shared belief statements about learning
- A comprehensive language and literacy development continuum
- Key instructional components and strategies across specific age and grade spans

Additional components of the Arizona State Literacy Implementation Plan include:

- Stages of implementation
- Model systems by age and grade spans birth-grade 12
- Model system for effective parent engagement
- Professional development guidance
- Detailed supporting documents and web resources

Since the plan's initial development, Arizona has continued to demonstrate its commitment to literacy and language skills for students. Legislation strengthened phonics instruction in the primary grades, required mandatory retention for third graders who read significantly below grade level, and appropriated in excess of 45 million dollars to support these early literacy goals. Arizona has formed a collaborative which focuses solely on birth to age 8 literacy and language acquisition, Read On Arizona, which has been recognized nationally for its work, and Arizona has set strong literacy and language acquisition goals. Additionally, the Arizona English Language Arts standards have been revised to include both reading and writing foundational skills at the primary grades as well as increasingly rigorous literacy expectations higher grade levels. A statewide assessment completes the picture by assessing each student at every grade level, from third to eleventh, to monitor progress towards literacy expectations.

Arizona's State Literacy Plan through its framework and implementation outline is meant to provide information and support to all critical stakeholders who are influential in the language and literacy development of Arizona's young children and youth. The responsibility of raising literate human beings is a shared responsibility and a successful outcome must be non-negotiable. Additionally, our literacy plan must remain fluid, current and responsive to the needs of each student, teacher and community.

## Introduction

We must recognize that we are a literacy-driven society using language to increase understanding. Through the act of listening and speaking in conversation, to the more independent interaction of reading and writing, we learn, think and respond to each other. The 21st century, has changed the

breadth and scope of our communication, bringing a unique sense of urgency to the need for rich language development; thus, it is critically important that citizens in our communities have high level literacy skills ensuring the ability to contribute positively as adults.

The purpose of the Arizona State Literacy Plan is to create a roadmap for parents, educators, professionals, policy makers, and community stakeholders to define the stages of literacy development from birth through grade twelve. In addition, the Arizona State Literacy Plan provides guidance on support that is required at all stages of growth. The State Literacy Plan transitions logically from a literacy framework to an articulated, comprehensive action plan that defines performance measures and specific outcomes. The intended outcome of the Plan is for Arizona's high school graduates to develop a deep well of specific skills, content knowledge and expertise and demonstrate a fluid integration of oral language and literacy skills. Proficiency in listening, speaking, reading, and writing across the content areas will ensure our graduates are well prepared for their futures.

As previously mentioned, Arizona already has key literacy supports established and an important task of the Literacy Team is to connect present work to the newer, broader based literacy plan. This comprehensive State Literacy Plan provides all stakeholders with a visual representation of the layers of support necessary to significantly improve student achievement across all grade levels.

### **Current and Historical Perspectives**

For more than a decade, Arizona's Legislature has responded to the leading research on literacy development in the early grades. As the instructional focus shifted nationally, from a remediation model to a prevention model, Arizona established a state reading initiative, AZREADS. The cornerstone of this initiative is Arizona revised statute (A.R.S.) 15-704 , which passed with broad-based support in the spring of 2001. This legislation holds districts and schools accountable for implementing a comprehensive K-3 assessment system, a research based reading curriculum, explicit instruction and intensive intervention to students reading below grade level. For several years the legislation appropriated one million dollars to support professional development for K-3 teachers of reading.

In 2004 the State Board of Education extended the explanations in A.R.S. 15-704 by: 1) defining the selection and use of screening, diagnostic, motivation and progress monitoring assessments and 2) defining the provision of intensive instruction for each student not meeting the standard in third grade AIMS Reading, the state assessment. These definitions and accompanying guidance documents continue to guide districts and schools in designing an effective early literacy program.

Arizona Revised Statute (A.R.S.) 15-701 clearly defines the urgency and seriousness of ensuring all students are reading proficiently by the end of third grade. Students who fall far below on the 3rd grade state reading assessment (AIMS) are to be retained and provided intensive intervention both during the school day and in extended learning opportunities. While there are good cause exemptions, the expectation is that schools will establish an effective instructional program for literacy so as to minimize or avoid altogether the need to retain 3rd grade students.

On the opposite end of the spectrum, Arizona has developed annual statewide assessments to track student progress towards literacy goals aligned to our academic standards. In fact, the State Board of Education, in December 2016, approved new and improved English Language Arts standards. These standards encompass a wide range of rigorous literacy expectations and require all of our graduates to obtain literacy skills to prepare them for their next steps. Additionally, the state's ESSA plan outlines specific long-term goals and measures of interim progress in the area of literacy. These goals are in place for all students and are tracked by sub-group so that we can ensure that proficiency gaps are reduced and outcomes are improved for all Arizona students.

Arizona is committed to closing the language gap with students identified as English Learners (ELs). Arizona Revised Statute (A.R.S.) 15-756 provides a prescriptive approach to language instruction for EL students while allowing flexibility. The goal is for EL students to become fluent English proficient in a period "not normally to exceed one year." Students receive four hours of intensive language intervention each day in the components of oral language (listening and speaking), reading, writing and grammar.

In November 2006, Arizona voters passed Proposition 203; a citizen's initiative that funds quality early childhood development and health. In state law specifically, Chapter 13 Title 8, under the title Arizona Early Childhood Development and Health Board, Arizona's newest state agency, First Things First (FTF) was established with the primary goal of helping young children be ready to enter kindergarten with the necessary skills. First Things First is responsible for ensuring that funds are directed to programs that have a proven track record in improving educational outcomes for young children. Regional FTF councils are responsible for administering education and health programs that best address the needs of their communities with the end goal remaining consistent across the state – all children ready for school by the age of five.

In this year's legislative session, our legislature again expressed a commitment to literacy development for our children. They improved upon existing Move On When Reading legislation, continued to fund K-3 literacy at \$40,000,000, and appropriated an additional \$8,000,000 for early literacy grants in low income schools.

## **Current Literacy Achievement in Arizona**

### **AzMERIT**

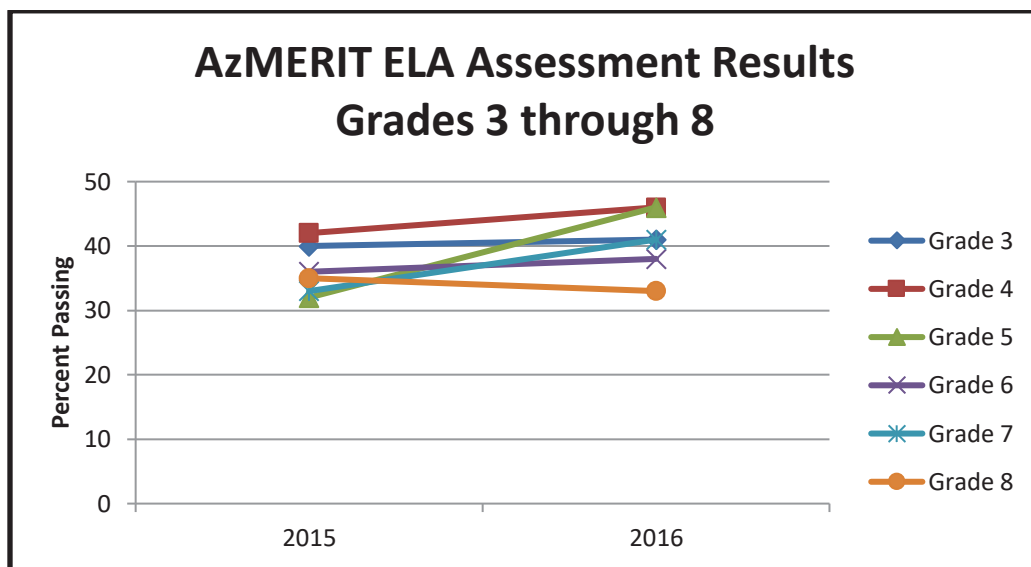
AzMERIT is both a computer-based and paper-based test which provides engaging questions and measures critical thinking skills to determine a student's mastery of the standards. AzMERIT is aligned to Arizona's state learning standards which detail what students should be able to do at each grade level. The test is designed to measure student learning and progress towards readiness for college or career. AzMERIT replaced AIMS for reading, writing, and math in Grades 3 through 8 and high school.

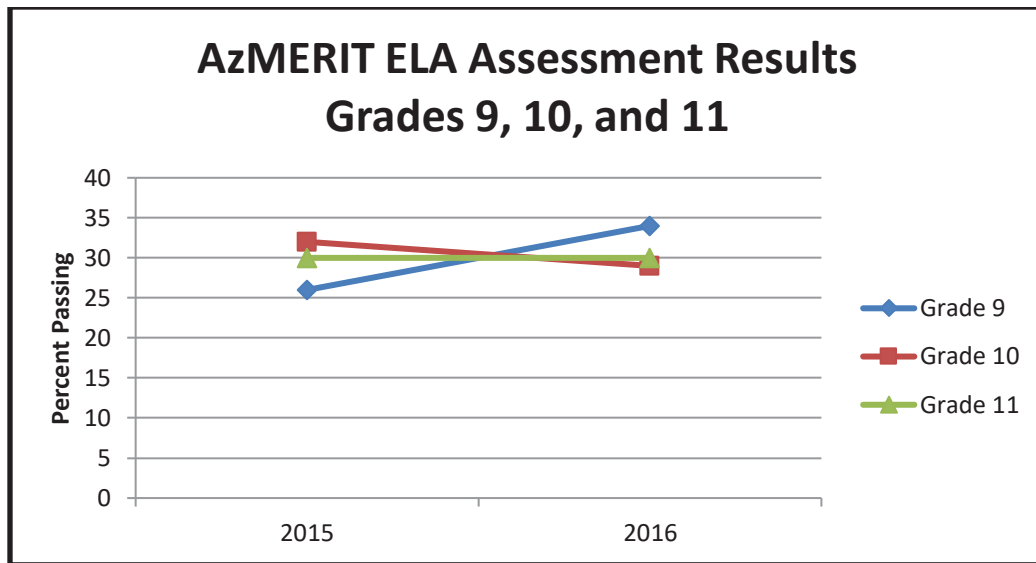
Students in Grades 3 through 8 take AzMERIT in English Language Arts and Math at their grade level. The English Language Arts test includes a writing portion and a reading portion. Students in high school take

AzMERIT End-of-Course (EOC) tests in English Language Arts (ELA) and Math that will test their proficiency in these subjects. The ELA tests include a writing portion and a reading portion. AzMERIT End-of-Course tests in ELA are ELA 9, ELA 10, and ELA 11.

Arizona controls the decision making for all aspects of the tests including test content, scoring, and reporting. Arizona educators were involved in the development of AzMERIT, which is administered during a testing window in the spring.

Student achievement results on Arizona's state assessment indicate mild improvements in most grade levels from 2015 to 2016. While there is still work to be done, the upward trajectory in many grade levels is encouraging. Clearly, Arizona has an opportunity to build on a sound foundation of instructional practice as educators strive for a higher success rate.





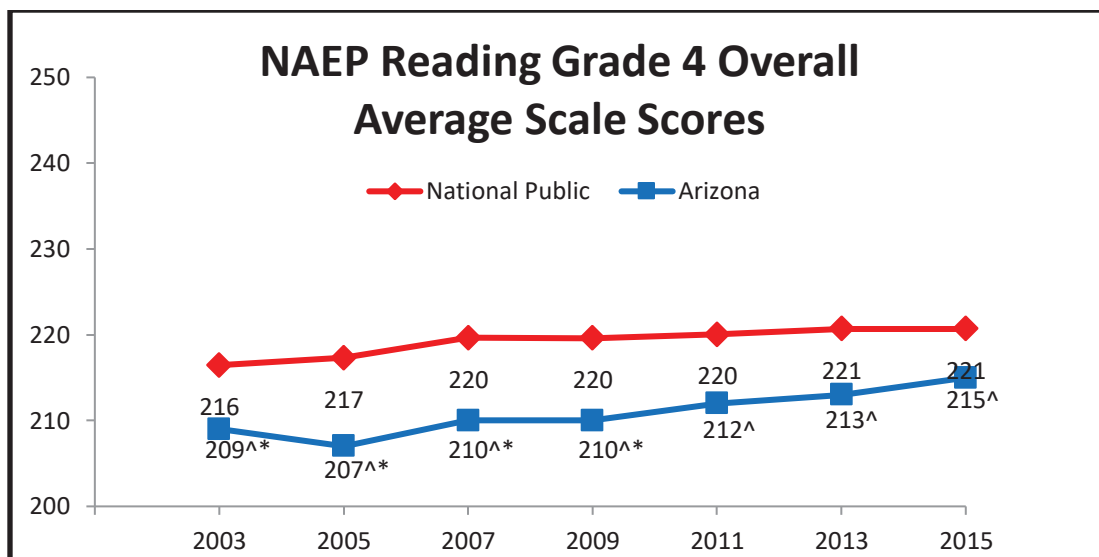
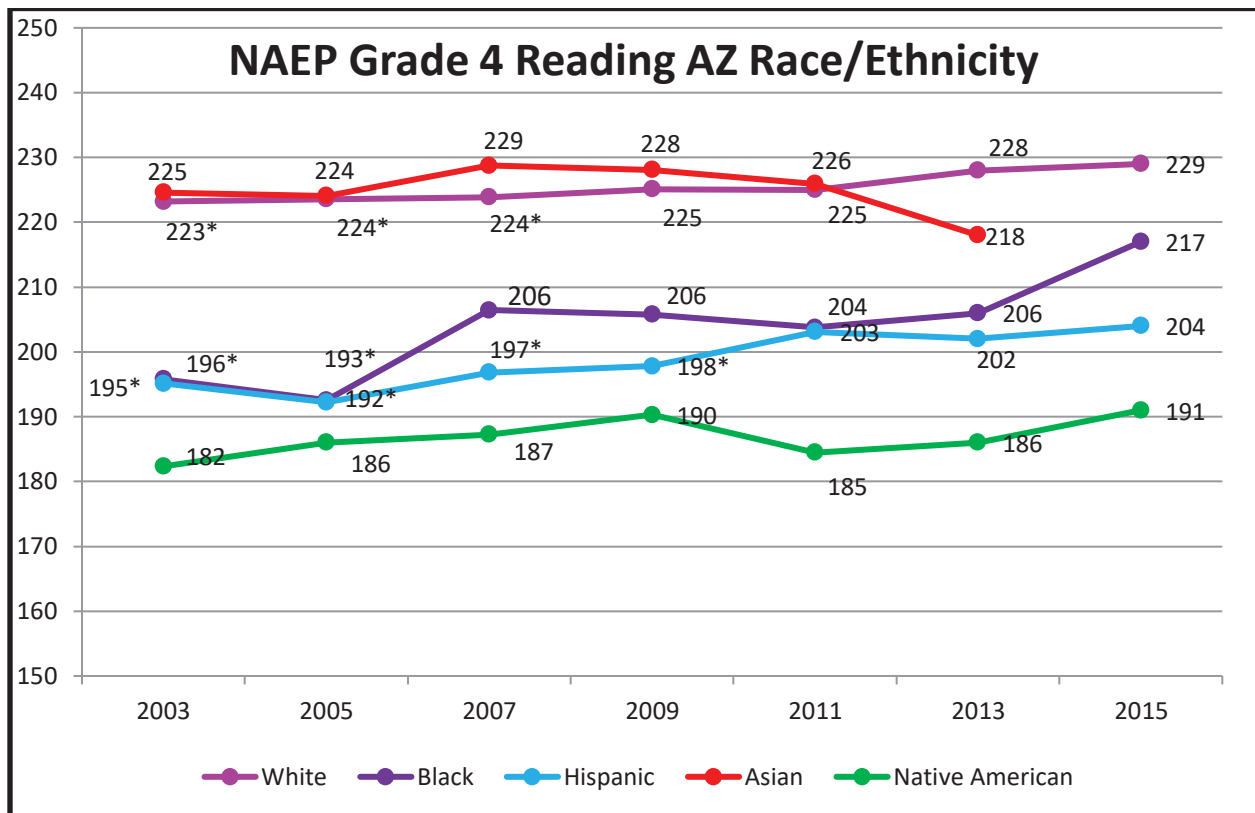
When the state-wide results are disaggregated, the lowest performing group of students consistently remains those receiving special education services. English Language Learners also demonstrate limited results but it is important to note these students are identified as second language learners still requiring intensive intervention to close their English language acquisition gap. Native American students, while still the lowest performing ethnic group is demonstrating steady improvement. Students identified as living in poverty are also showing some improvement across the years but certainly there is significant work still to be done

### Arizona NAEP Results

The National Assessment of Educational Progress (NAEP) is a continuing and nationally representative assessment of what our nation’s students know and can do. NAEP provides a common measure of student achievement across the country. NAEP results are released in a variety of subjects as The Nation’s Report Card. There are no results for individual students, classrooms, or schools. Assessments are given most frequently in mathematics and reading. Other subjects, such as writing, science, U.S. history, civics, geography, economics, and the arts, are assessed periodically (National Center for Education Statistics , 2010).

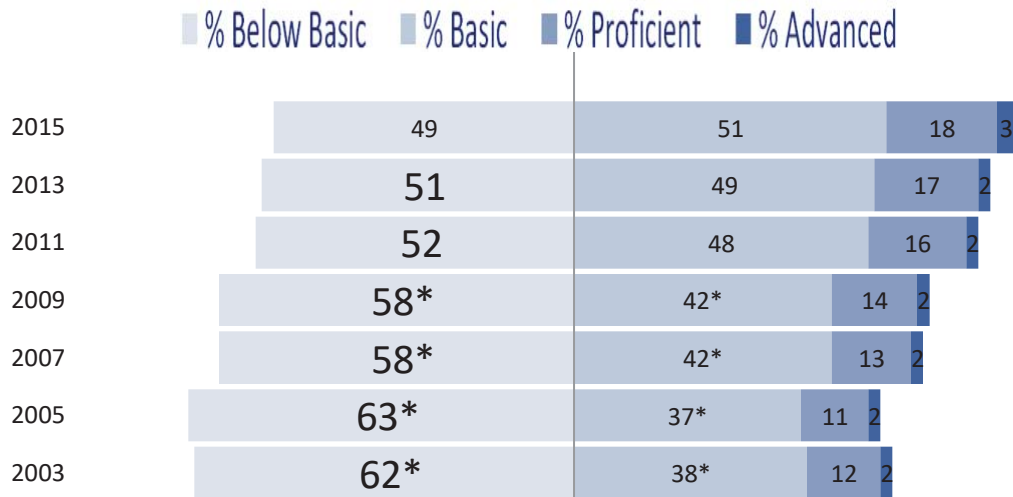
Arizona Grade 4 students have shown greater growth in Reading than what we saw on a national level across the years. Average scale scores for Grade 4 have increased and specifically among our Hispanic students since 2003; however, we are still trailing the nation. We’ve also seen an upward achievement level shift in our Grade 4 Hispanic students in Reading. At Grade 8, when the NAEP data is disaggregated by race/ethnicity we see that our students scored at the national average with their peers except for

Arizona white students who score above the national average of their peers and Arizona Native American students who score below.<sup>1</sup>

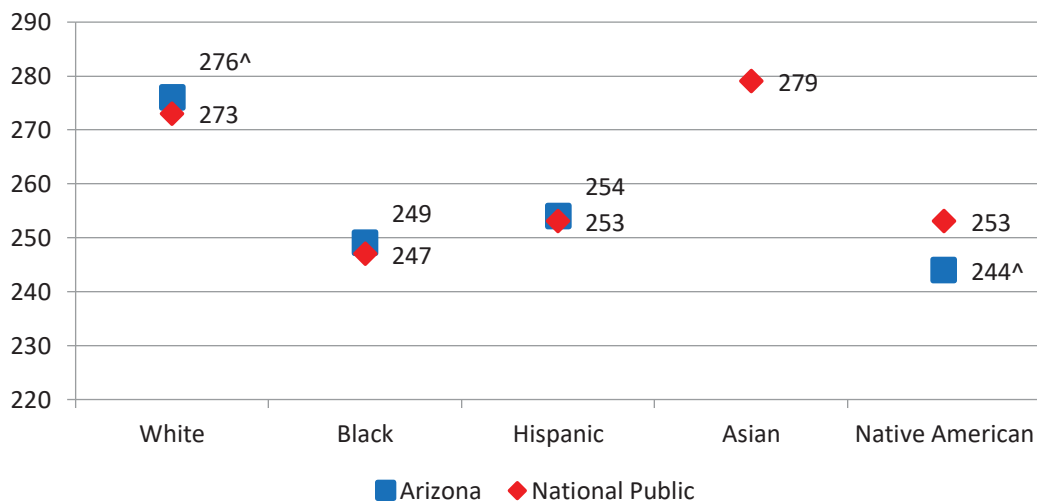


<sup>1</sup> Writing was administered in 2017, but only at the national level. The year 2002 was the last time it was administered for state level results.

## NAEP Reading Grade 4 Arizona Hispanic Student Achievement Level Performance



## NAEP Reading Grade 8 - AZ Race/Ethnicity Compared to their National Peers Average Scale Score: 2015



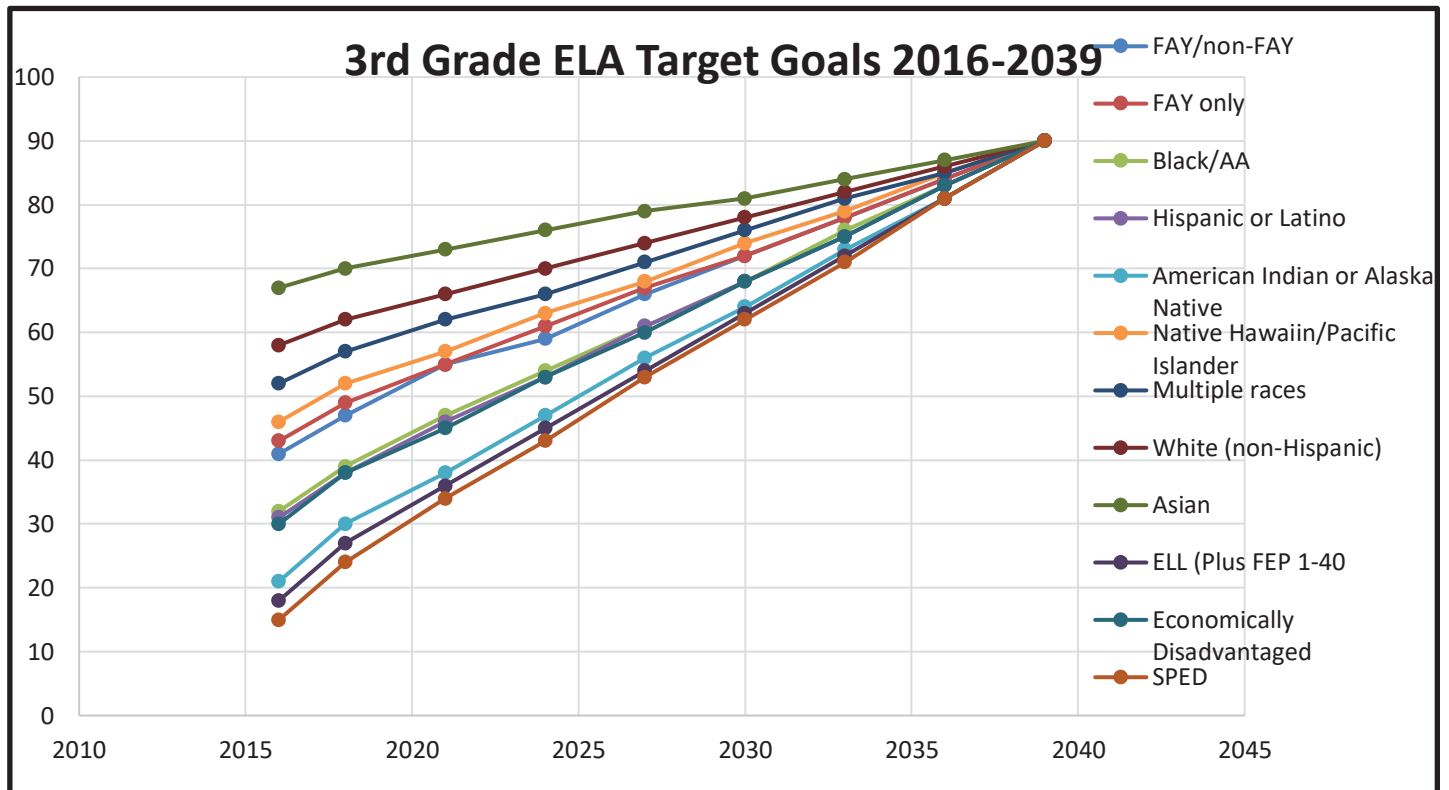
## Goals and Targets

The primary goal of the State Literacy Plan is to ensure that all students graduate from high school with strong effective literacy skills that prepare them to be successful in college and their future careers. A second goal of the Plan is to ensure that all essential stakeholders have a clear understanding of the process of developing language and literacy skills and recognize the part they have to play in this process. Implementation of the Plan ensures that the goals and targets will be met by:

- Building on the foundation of sound research and evidence
- Fully aligning to the language and literacy continuum
- Fully implementing Arizona's Early Childhood Standards and Arizona's English Language Arts Standards
- Fully acknowledging that intentional learning, data-driven instruction and purposeful assessments are at the heart of student achievement
- Addressing state statutes and State Board of Education policy
- Mobilizing families, community members, business and philanthropic leaders to effectively partner with educational leaders to ensure all children and youth are fully supported from cradle to career in developing necessary literacy skills

In April 2017, a group of internal and external stakeholders was convened by ADE to meet and discuss target goals under the Every Student Succeeds Act (ESSA) for all grades for ELA and give input on setting the goals. There were a number of district, charter, advocacy and education experts in the room. The group engaged in a robust conversation as they were presented with models from other states and the work of both Read On Arizona's work around its 3rd grade target goal and the 8th grade math goal setting for the progress meter by Expect More Arizona. The work group looked at two states (Ohio and Washington) and how they approached the ESSA long-term goal setting along with guidance information from national organizations like Ed Trust and WestEd.

At the Arizona State Board of Education Meeting on April 24, 2017, the work group proposed to cut the proficiency gap by 50% by 2027 and to cut the gap by 100% in 2039 to get to a 90% or better proficiency rate for all students as an end destination. The ELA goal for 3rd grade by 2030 would be 72% for both full academic year students and non-full academic year students. The work group also recommended setting interim goals every three years and at those points, reviewing the goals to see if adjustments need to be made. The data contained in the table below shows the 3<sup>rd</sup> Grade ELA Target Goals.



## Section II: Literacy Framework

***“The most expensive burden we place on society is those students we have failed to teach to read well. The silent army of low readers who move through our schools, siphoning off the lion’s share of administrative resources, emerge into society as adults lacking the single prerequisite for managing their lives and acquiring additional training. They are chronically unemployed, underemployed, or unemployable. They form the single largest identifiable group of those whom we incarcerate, and to whom we provide assistance, housing, medical care, and other social services. They perpetuate and enlarge the problem by creating another generation of poor readers.”*** (Fielding, L., Kerr, N., & Rosier, P. 1998, p. 6-7).

### Language and Literacy Development

Arizona is committed to closing the gap between what we know from research to be best practice in literacy instruction and what we do in our classrooms everyday.. To be effective, teachers of reading must know how language develops, how the English language is organized, and how reading is acquired. They must understand the reciprocal relationship between reading and writing and how to develop academic language, the language of instruction and text. Effective teachers must also know how to implement a comprehensive literacy program, know why some students struggle in learning to read, how to identify the students who are at risk for learning to read, know how to prevent reading failure, and know how to intervene effectively. Teachers must know how language, writing and reading are intertwined and how to make this transparent to their students. The following serves to develop a common understanding regarding the development of language and the acquisition of literacy. This lays the foundation for the Arizona Literacy Plan.

The convergence of research evidence over the last 30 years serves to shape our understanding of language acquisition and provides direction in framing the most effective instructional support systems from the earliest stages of literacy development to the advanced levels necessary to be prepared for college, the workforce, and/or the military. This document outlines many factors influencing the **acquisition** of literacy skills across the stages and phases of development and guides teachers and practitioners in the use of effective instructional practices, matching what we do to what the student or child is telling us they need. Detailed information on assessment, use of data, instructional components and strategies, along with information for intervention and teaching at-risk learners, can be found in this document. The Arizona Literacy Plan is intended to be a living document, responsive to the latest research and evidence based findings so as to provide all stakeholders with a meaningful plan of action to meet our state’s goal: highly literate high school graduates.

## Oral Language

***“Literacy is an achievement that rests on all levels of linguistic processing, from the elemental sounds to the most overarching structures of text.” (Moats, L. 2000, p. 1)***

The Arizona Literacy plan recognizes that learning starts at birth and that the child’s oral language proficiencies lay the foundation for further literacy development. A child’s language develops naturally through his or her interaction with others. Numerous factors influence our language facility, including our unique neurological make up and the social environment in which we interact. Research studies have examined and analyzed language development and the environment of young children to inform our understanding of the necessary and optimal conditions for language learning to occur. From the earliest coos and babblings of an infant, to the one word and two word stages of toddlers, to the sentence levels, language builds upon language. Ample and rich interactive language experiences impact the language and vocabulary development of a child, and has far reaching consequences. The Birth through age 5 section of the Arizona State Literacy Plan outlines some of the developmental milestones of this age span and the necessary conditions for learning and instruction. This important period of development cannot be over emphasized, as it is critical for further cognitive development and learning. It is during this brief period of time that language learning lays the foundation for literacy acquisition.

The richer the vocabulary, background knowledge and linguistic skills a student brings to the literacy experience, the better prepared he or she will be to learn to read and to absorb information he/she hears. Distinguishing and manipulating sounds, forming meaningful words, arranging thoughts within the confines of grammar and structure, and using language to express thoughts and interact with others all have a significant relationship to understanding the printed word and our written language system.

***“What children bring to the printed page, or to the tasks of reading and writing, is knowledge of spoken language.” (Moats, L. 2000, p. 2)***

Students throughout the pre-K to 5th grade span must be immersed in purposeful, engaging oral language instruction that provides plenty of opportunity to develop their listening and speaking skills. This continues to be essential foundational learning for the necessary mastery of written language.

	Receptive Language	Expressive Language
Oral Language	Listening	Speaking
Written Language	Reading Decoding and Comprehension	Writing Handwriting, Spelling, Written

**Receptive** language is language that is heard, processed and understood. **Expressive** language is language that is generated and produced by an individual. In general, receptive abilities develop first and as we become familiar with the pronunciation and meaning of a word, our ability to use it purposefully improves.

During the early instructional years, a student's listening comprehension develops through structured and intentional discussions and instruction that has rich vocabulary, language and writing opportunities. The instructional components of listening and speaking are critical to literacy development because these experiences provide a familiarity with different types of text structures and provide a solid foundation for comprehending the text they will read. With exposure to rich literature, complex informational= and sophisticated vocabulary, students are hearing and acquiring language. Arizona's English Language Arts Standards require opportunities for classroom interactions and discussions that are well designed in order to develop language. Experiencing opportunities for verbal reasoning and expression through discussions, questioning, and structured writing all contribute to this language knowledge. Through thoughtful lesson planning and learning experiences, students have opportunities to speak in complex ways about what they are learning. They can use complex oral and written sentence structures, answer higher-level questions, and write expressively in response to these experiences. Students rely heavily on their background knowledge, vocabulary and oral language, both for what they bring to the classroom and what the teacher intentionally builds, to make sense of text as they hear it or read it.

Older students continue to develop more sophisticated language skills and in turn apply what they know about language to the cognitive demands of reading and writing more complex text.

Building on the language skills mastered in the primary grades, students in grades 4 and 5 are expected to engage effectively in collaborative discussions, to build on others' ideas, and to express their own ideas clearly. They are expected to, draw conclusions, to summarize and to explain how a claim is supported by reasons and evidence. These tasks illustrate the increasingly complex demands of oral language, which are building over the course of the elementary career.

As illustrated in the Arizona English Language Arts Standards, middle and High School students continue to practice and develop their oral language skills. Through purposeful and extended academic discussions where they express their ideas clearly and persuasively around common texts, subjects and in collaboration with peers, students build their vocabulary knowledge and become "competent, independent word learners" (Graves, M. F. 2006, p. 91).

**"Whether the task is comprehending a challenging text, composing an essay for a state writing assessment, or participating in a class wide discussion on any given topic, students require proficiency in oral academic language. Oral language proficiency is a**

**multidimensional construct that includes various aspects of vocabulary knowledge, grammar, and listening comprehension. There is a well demonstrated relationship between oral language skills, particularly vocabulary, and reading comprehension among both native English speakers (e.g., Freebody and Anderson,1983) and English language learners (see Geva, 2006 for a review)” (Torgesen, Houston, Rissman, Decker, Roberts, and Vaughn, 2007).**

## **Academic Vocabulary**

**“Teachers need the concepts and technical language that illuminate the interplay between spoken and written language and, more importantly, between natural and academic language.” (Henry, M. 2003)**

This acquisition and use of academic language, or the more formal language of text and instruction, begins early and continues throughout a student’s school career. Teachers who are cognizant of the differences between conversational and academic language prepare students to be successful by making the two transparent and by using academic language effectively in instruction while requiring students to practice in kind.

Our literacy plan calls for academic language and discourse to become a part of the students’ repertoire, preparing them for the increasing demands of content literacy, increasing text complexity, school and workplace communications, and the language demands of the 21st century.

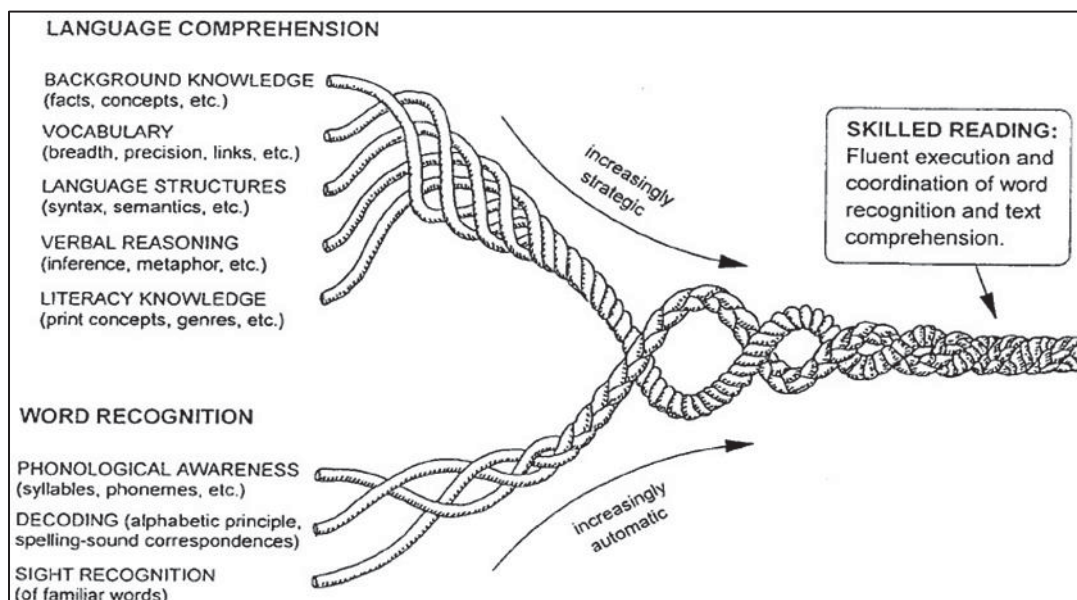
E.D. Hirsch (2009) discusses the importance of knowledge when he states, “Specific, subject-matter knowledge over a broad range of domains is the key to language comprehension--and as a result, to a broad ability to learn new things, [which is]... the cornerstone of competence and adaptability in the modern world.” (American Educator, Winter, 2009-2010, p. 8). The level of language and knowledge a student brings to the literacy learning environment impacts literacy in profound ways. Background knowledge and depth and breadth of vocabulary increasingly impact comprehension. As the differences between natural and academic language grow, students experience increasingly complex and different language structures across all content areas. At the earliest grade levels, teachers need to intentionally build deep vocabulary and concept knowledge, enabling students to effectively use academic language to make connections and inferences both orally and in writing.

Student comprehension of advancing text complexity includes the challenge of embedded linguistic structures. The vocabulary and linguistic structures of oral language and communication are quite different from what we see in text and hear in formal discussion about text and learning.

The research of Barbara Foorman (2011) from the Florida Center for Reading Research, illustrates how breakdowns in reading comprehension can occur. Foorman (2011) cited syntax, vocabulary and decontextualization as factors that may jeopardize the integration of information across pages of text. She stressed that **academic language** can impact comprehension for all students even those who do not struggle with oral language. The problem is compounded for those students who aren't familiar with specific vocabulary or terms used in text and/or the language of instruction encountered daily in the classroom. The opposite is true as well, as students who are strong readers acquire larger vocabularies. In fact, "once children start reading, more new vocabulary is learned through reading, not from being taught. So, vocabulary supports reading comprehension, and reading (with good comprehension) supports vocabulary development, meaning that there is reciprocity between the development of these competencies" (Oakhill, Cain and Elbro 2015).

## Language Comprehension

The work of Hollis Scarborough (2001) deepens our understanding of the complexities involved in learning to read. His research assists in the understanding that language has multiple and simultaneous processes that are developing gradually over years of instruction and practice. Effective readers use these components concurrently to rapidly and automatically recognize the alphabetic code to comprehend the text they are reading. The illustration below depicts and 'pulls apart' the component pieces and emphasizes where possible breakdowns in the process may occur. This enables teachers and interventionists to effectively determine areas of need for struggling readers. When any single element is deficient, a breakdown in comprehension can occur (Scarborough, 2001).



Background knowledge, vocabulary, language structures, verbal reasoning and literacy knowledge are all critical pieces in the development of comprehension skills and have implications for instruction. Based on research and illustrated within Scarborough's rope model (Scarborough, 2001), comprehension is multi-

faceted. Life experiences (knowledge of the world), language experiences (events, activities and meaningful conversation), mental models (visual images, metacognitive recall of relevant knowledge) culture, family values, and geographical location all contribute to the *background knowledge* that a reader brings to the text. The more a student knows about the topics they are reading, the more the student will learn *through* reading. One has to know something to learn something. “Many of the cognitive skills we want our students to develop — especially reading with understanding and successfully analyzing problems — are intimately intertwined with knowledge of content. Background knowledge is absolutely integral to effectively deploying important cognitive processes” (Willingham, 2009)

The depth and breadth of an individual’s **vocabulary** (oral and print, listening and speaking, reading and writing, and receptive and expressive) and word knowledge impacts their understanding or comprehension. There are multiple ways to know a word and this has implications for instruction. How a word is pronounced, spelled, the part of speech it plays, its morphological features, whether it is informal or academic language, its synonyms and antonyms, related concepts, and the multiple meanings of the word are just a few of the ways to *know* a word (Nation, 1990; Nagy & Scott, 2000; Beck, McKeown & Kucan, 2002). For our youngest (pre K and younger children) it is through extended, responsive conversations *and* wide reading for different purposes that they acquire most of the *new* vocabulary they learn. For school age students, however, word learning is both intentional as well as incidental. Because vocabulary instruction is so important for comprehension, experts in reading recommend some form of vocabulary instruction. According to Graves (2000), there are four components of an effective vocabulary program:

- Wide or extensive reading (listening or independent),
- Instruction in specific words to enhance comprehension of text,
- Instruction in independent word-learning strategies, and
- Word consciousness and word-play activities

In addition to vocabulary knowledge, the knowledge of **language structure** impacts comprehension as the text itself increases in complexity. Helping students understand meaning at the phrase and sentence levels, idiomatic expressions and how to construct and deconstruct more complicated (compound/complex) sentences is critical for comprehension for all students, including English language learners. Students need to learn meaning across sentences (example: understanding referents) and across paragraphs and texts. Explicitly teaching text structure supports student understanding of text demands. Reading (decoding) and writing (encoding) are mutually supportive and focus on grammar, syntax and semantics should be embedded during both reading and writing instruction. Sentence combining is one way to increase students’ development of both oral and written language. Attention to the linguistic structures of language in instruction will help demystify the complexity of text and help students see meaningful connections which will support their understanding.

Teachers must also explicitly explain the difference between surface level meaning and the deeper intended meaning of the author. In order to comprehend as we read, we use **verbal reasoning**, analyzing and synthesizing information we read, using inference skills, and connecting ideas across paragraphs and texts. This expectation that students use verbal reasoning is found in Arizona’s English Language Arts Standards, where a student in 7th grade is expected to ‘trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claim’.

**Literacy knowledge** includes knowledge of print concepts, simple to complex. Beginning at letter recognition and moving to the more complex print concept of discourse structure and all those in between; students need to understand that in English we read from left to right and that literary texts and informational texts are organized differently. Knowledge about text structure and genre develop early and continue to develop over time through explicit instruction and learning experiences with a wide variety of texts. It is particularly important that content teachers understand and teach the discipline specific literacy skills for thinking, reading and responding (verbally and in writing) in their subject areas. In Arizona, content area teachers are expected to embed the English Language Arts standards for Reading Informational Text, Writing, and Speaking and Listening into their instruction to help support literacy in their disciplines.

The more experienced/skilled reader who reads and comprehends text uses written language to learn and build new knowledge. Arizona’s English Language Arts Standards call for students to “read closely to determine what the text says explicitly and to make logical inferences from it; [to] cite specific textual evidence when writing or speaking to support conclusions drawn from the text.” More detailed information on instructional components and strategies for reading and writing are found in the grade level strands of this Arizona State Literacy Plan and in Arizona’s English Language Arts Standards.

## Metacognition

The process of finding and making meaning must be made transparent with think-alouds to students to ensure they develop the skills and strategies necessary to read and comprehend (increasingly sophisticated text) automatically, strategically, and independently. Students learn to use comprehension strategies to understand what they are reading, and monitor their thinking about their thinking as they are reading (metacognition). Through monitoring of their understanding as they read, students ask themselves if it makes sense, then reread for clarification when they realize they don’t understand, connect what they read to what they already know, and develop an awareness of knowing what it is they don’t know. Helping students learn to monitor and *reflect on their comprehension* as they are reading is critical in their development of literacy.

“Learning to read is a complex task that requires teaching different reading skills in an integrated fashion. While the development of phonemic awareness and decoding skills are essential for proficient reading, they, in and of themselves, are not sufficient for reading comprehension. Understanding what is read requires the ability to read text accurately and fluently, knowledge of vocabulary relevant to what is read,

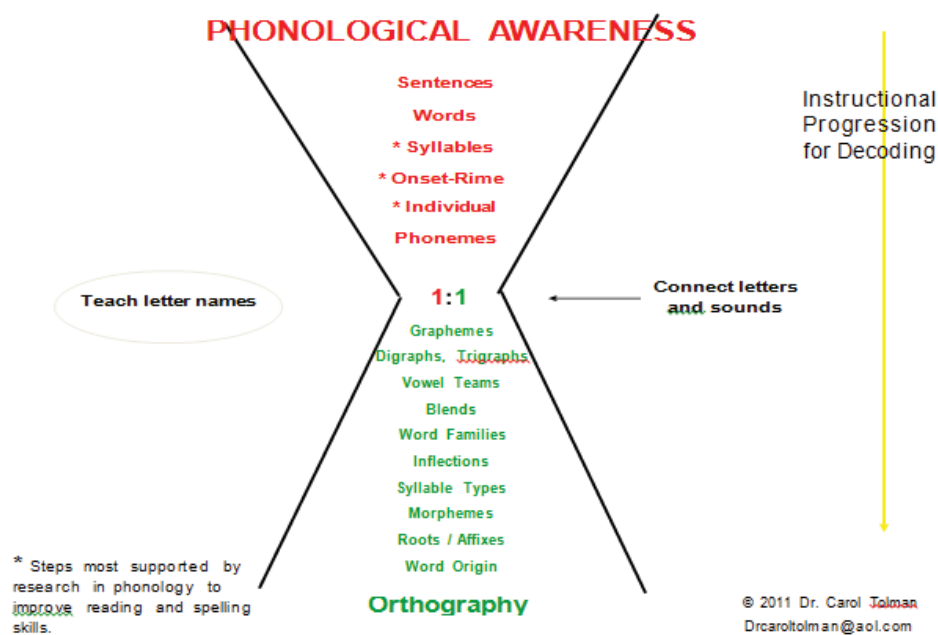
and the ability to employ multiple cognitive strategies to reinforce understanding.” (Reid Lyon, personal communication May 13, 2011)

When students are equipped with strategies to monitor their own comprehension, they become more independent and proficient readers. For many students, “[a] failure to understand a text adequately can arise for many different reasons...comprehenders may lack relevant knowledge; they may not know the meanings of crucial words that are central to the main ideas; they may have poor knowledge of linguistic devices that indicate the causal sequence of events; or they may lack relevant background knowledge to provide a framework for the ideas presented in the text. If comprehenders are able to monitor for sense, there is an opportunity to fix any errors in understanding, provided they have the strategic knowledge” (Oakhill, Cain, and Elbro 2015).

While students are steadily developing deep vocabulary knowledge, knowledge of increasingly complex language structures, listening comprehension skills, critical thinking skills, and comprehension monitoring strategies, automaticity and fluency in reading words, phrases, sentences and passages must also continue to be developed.

## Word Recognition

While a child who comes to school with an enriched oral language foundation is at an advantage for learning to read and write, he/she may not understand the alphabetic principal, that the alphabet letter or combination of letters (grapheme) are used to represent segmented speech sounds (phonemes) in the English language. Gaining an understanding of both phonological awareness and orthography is critical for early reading success.



The Progression of Mapping Speech to Print Used with permission by Dr. Carol Tolman

Phonological awareness is “a global awareness of large chunks of speech, such as syllables, onset and rime, and the phoneme level, which includes the ability to manipulate (blend and segment) at different levels of speech-sound system” (Hougen and Smartt 2012). Phonological awareness contributes to our ability to recognize words, hear discrete differences between words (specific/pacific), spell words, and develop vocabulary. Research has shown that most students who struggle with learning to read have difficulty with phonological skill development. (Shankweiler, D., Crain, S., Katz, L., Fowler, A. M., Liberman, A. M. Brady, S. A., 1995). Some of the skills developed through phonological awareness include the ability to hear/discriminate the larger chunks of sound in a word (syllables and rhyme) and the ability to discern the smallest units of sound in a word, the phonemes. While students are developing their phonological and phonemic awareness skills, they identify and manipulate spoken language and use this knowledge of the sounds to decode the written language (alphabetic principle).

As students develop **decoding skills** (applying the alphabetic principle to read and spell) they are learning to unlock the orthographic system, the written system of English language. Beginning readers and spellers need to learn the relationship between the 40+ speech sounds (phonemes) and the more than 100 spellings (graphemes) used to represent them. They need phonics instruction that teaches skills for quick, automatic word reading (high frequency words and irregular words), as well as explicit and systematic phonics instruction that shows the relationship between letters and sounds. As they move into more advanced phonics and morphology, students will develop skills to recognize and apply letter patterns to further increase automaticity. Reaching the level of automaticity is critical (Morris et al. 1998; NICHD, 2000; Stahl, 2004; Wolf, M. et al., 2003) and these skills must be mastered. Information on the sequence of skill development of phonological and phonemic awareness, alphabetic principle, orthographic knowledge, high frequency word reading reading comprehension strategies, benchmarks for fluency, and instructional strategies can be found in the age and grade spans of this State Literacy Plan and in the Foundations section and glossary of Arizona’s English Language Arts Standards.

As students progress through the grades, they learn about increasingly complex structures of words. Orthographic knowledge of syllable types (spelling patterns); morphological knowledge, or knowledge of meaningful word parts (prefixes, suffixes and roots); and word origins (Latin, Greek) all support the students with spelling, writing, vocabulary acquisition, and comprehension. Students who possess foundational language skills have the keys to unlock the challenges of twenty first century literacy. Therefore, teachers must possess the research-based knowledge to instruct with the rigor and relevance that is required by Arizona’s English Language Arts Standards.

## Age and Grade Span

### Birth to age 5

The Arizona Literacy Plan has been developed to provide a framework for the planning of quality literacy experiences for all children birth to age five, regardless of the environment where a child spends their first years of life. Arizona's youngest children are developing early literacy skill at home with families, in licensed early care and education facilities, with family child care providers, in libraries, museums and other areas of the community. The recommendations outlined in this plan cover a broad range of skill development and provide useful strategies for all children from diverse backgrounds and diverse abilities. This framework is intended for use by all who touch the lives of young children in urban, suburban, rural, and tribal communities.

The portion of the Arizona Literacy Plan that focuses on birth through five years of age is based on the findings from *Developing early literacy: Report of the national early literacy panel* (NELP, 2008), the guidance from the National Association for the Education of Young Children, evidenced-based research reflected in the Arizona Early Learning Standards (2013) and the *Head Start Child Development and Early Learning Framework* (2011). The National Early Learning Panel was convened to address the literacy gap discussed in the *Report of the National Reading Panel: Teaching Children to Read* (NICHD, 2000). This report illustrates how early instructional practices implemented by encouraging adults could better support emerging literacy skills of children from birth to age five. In order to eliminate learning gaps, adults must understand child development and strategies to encourage optimal growth. The Arizona Literacy Plan intends to eliminate this gap and establish a trajectory of literacy success for *all* children beginning at birth.

Young children need many opportunities and thoughtfully orchestrated experiences to practice their escalating language skills in all areas: listening, speaking, reading, and writing. This is best achieved by capitalizing on a child's natural approaches to learning such as initiative and curiosity, persistence and attentiveness, creativity, confidence and problem solving. The most effective instructional strategy for young children is play. All areas of development and literacy can be supported through varied, engaging, and active play.

As children get closer to formalized school experience there is a shift towards more intentional instruction that will lead to school readiness. Although not all of Arizona's children attend early care and education programs, for those that do, a high quality early education program recognizes and understands how children's goals for learning are framed within the context of learning standards and aligns planning of activities and design of environment to stimulate children's learning across content and domain areas (social-emotional, language and literacy, mathematics, science, social studies, physical development and health and fine arts). Literacy development in the early years, such as listening and speaking, lays the foundation for later success in reading and writing.

**Young Infants (Birth - 8 months):** Babies use sounds, facial expressions and movements to communicate their needs and feelings. They develop different types of cries to express different needs (Wolfe & Nevills, 2004). They show particular interest in the people around them. They like to look, listen and follow the mother's or father's voice. They look intently at light and dark contours of their environment. Around the first two months of life, infants mature enough to begin cooing, then babbling, then later making sounds that imitate the tones and rhythms of adult talk. During this stage, babies begin to participate in 'conversation turn-taking' i.e. the child vocalizes as the adult listens and in turn the adult responds back to the child using facial expressions, replicating the sounds of the child, or other babbling sounds.

A critical part of infant development is the creation of connections in the brain. Connections are made when a child has interactions and experiences with adults in a caring environment. When an infant has expressed needs, then an adult must meet their needs in order for optimal development to occur. Although some brain development occurs naturally; stimulation, nurturing, and strong relationships must be present.

Language and literacy development begins for a child during these first months of life by listening to the sounds of words being spoken by the adults around them. Oral language development is a foundation for reading, writing, and spelling. According to the National Institute for Literacy, oral language is the "engine of learning and thinking" (*Learning to Talk and Listen*, NIL, 2009). "Long before infants can focus their eyes on the pictures, turn the pages, and understand the words you are saying they can begin to associate books with the pleasant feelings they have when you hold them on your lap and share a book" (Dodge, Rudick, & Berke, 2006).

**Strategies:** According to *ZERO TO THREE: National Center for Infants, Toddlers and Families* (2011), adults foster the social relationship and communication development through their continuous interactions with infants and toddlers in a safe, caring environment. While the children may not understand initially, they are developing the brain structures necessary for later language literacy. For young babies, hearing language means learning language.

Strategies for adults to use:

- Hug, cuddle, hum, sing and kiss your baby
- Talk to your child in a soothing voice
- Respond to an infant naturally, authentically and immediately. (You will not spoil your child by responding to their needs)
- Utilize those times when the baby is naturally awake and alert to directly engage the baby through talking, singing or reading
- Model and label objects and actions repeatedly. Example: The adult taps their nose and says "nose". Then touches the child's nose and says "nose".
- Encourage infants to focus and attend to objects
- Talk through the day. Describe what is happening to the child, around the child, and any other

stories you create, for example: “You have a wet diaper, let’s go and change it. Oh, look at the dog in the park!”

- Have a variety of mirrors, fabric scraps, objects and print placed in the line of sight to encourage curiosity and exploration
- Include washable, sturdy, chewable books made of cloth, plastic or vinyl. Books should have highly contrasting pictures, simple illustrations and photos with one or two objects per page and things to feel and move

**Older Infants (6 months to 18 months):** The mobile baby learns about their world through exploration of their environment and interactions with adults. The brain continues periods of rapid growth during this stage of life. Mobile infants imitate expressions, sounds and words. They mimic what they see and experience such as holding a comb to a doll’s head after they had their hair combed.

During this period of development, infants create mental images of how things work and the sequences of adult behaviors. It is during this time that infants move from using gestures and vocalizations to using deliberate actions to convey meaning. They are both practicing independence and exploring ways to stay connected to those they love and trust. Eye contact, vocalizing and gestures take on added importance as tools for maintaining connection. They begin to understand the meaning of words in their environment (et al., hot, no, dad, mommy, bath, book).

According to the NELP (2008), oral language development includes skills that help children to communicate and to understand the meaning of words and concepts that they hear or read. Children obtain new information about things they want to learn about and express their own ideas and thoughts using specific language.

A significant focus throughout the Arizona Literacy Plan is the importance of developing oral language skills (receptive and expressive language -including vocabulary). Receptive language is the ability to understand what is spoken while Expressive language is the ability to use word approximations, words and gestures to convey meaning. According to *The Program for Infant Toddler Care* (PITC) (2001), infants have a receptive vocabulary of 60 to 150 words. At 18 months a child will typically have about a 25 spoken word vocabulary. As children progress through this developmental phase, it is expected that children will begin to string multiple words together. Example: child may say “go bye-bye” or “all gone”.

During this stage of growth, the beginning of writing development is occurring in tandem with language development. (Please see appendix for writing stages). Even the youngest child can develop writing skills. For these young children, this includes the physical development of their motor skills. Children should have opportunities to handle writing instruments such as crayons, washable markers and should have access to large pieces of paper on which to experiment with paint and other media.

### **Strategies for adults to use:**

- Provide language modeling and encouragement to mobile infants by making eye contact while talking and gesturing
- Encourage or model finger pointing to objects and labeling. Example: when a child looks at a spoon, the adult response by picking up the spoon and saying “This is a spoon. I use it to cook with”
- Expand, repeat, label and use words from the infant’s primary language. Example: the child approximates the word “gog”. Adult response is “oh, you are right. That is a dog. It has a lot of soft fur”
- Provide an environment that offers a variety of different smells, textures and visuals to help to promote curiosity
- Make language a part of play time. Example peek-a-boo
- Have a variety of board books, objects and print available for children to touch and explore
- Provide large pieces of paper, jumbo crayons, large pieces of chalk, play dough and finger- paints
- Use large paint brushes to paint with water

**Toddlers (15 months- 36 months):** Toddlers are egocentric and frequently test barriers. They are learning how to be safe, how to use peers and adults as resources, they are learning the speech sounds of new words, how to use words and how to act appropriately in different situations. Adults must intentionally assist toddlers in becoming aware of print and how a book is read. Adults must also foster a joy of reading. Adults should expect to reread a favorite story multiple times. After numerous readings of a story, children may spontaneously imitate book reading.

The toddler years are a window of opportunity for language and vocabulary development. The toddler’s receptive vocabulary grows even more rapidly. They continue to combine words into phrases and sentences (Hart & Risley, 2003). During this time of development, vocabulary rapidly increases from around 25 words at 18 months to approximately 900 words by the time a child is three years old (PITC,

2001). During this stage toddlers can follow 2-3 phrase commands, imitate the actions of adults and playmates and articulate a wide range of emotions although they may not have the vocabulary to verbally express themselves.

Children should continue to have opportunities to handle writing instruments such as crayons, pencils, washable markers and should have access to large pieces of paper to experiment with paint and other media. Adults must continue to support writing development for this age group by providing intentional opportunities and encouraging the physical development.

### **Strategies for adults to use:**

- Continue to reinforce the toddler's language practice by labeling or naming objects and feelings and describing events to help children learn new words
- Continue to expand and extend the toddler's language by utilizing increasingly complex sentence structure and vocabulary
- Set up a special time to read and interact with books together
- Employ *Parallel Talk* where the adult describes what the child is doing. "The most important aspect of talk is its amount. Adults who just talk as they go about their daily activities expose their children to 1,000 to 2,000 words every hour. (Hart & Risley, 2003)
- Model reading stories and use of manipulatives to support comprehension. For Example: using puppets and props while you read a story or retell a story
- Intentionally explain book handling skills such as turning pages, directionality and following along with the words
- Include wait time for child to respond to the adult communication
- Interact with the child using finger-play activities, rhymes and songs
- Develop background knowledge as well as vocabulary through enriching experiences such as libraries, museums, zoos, bookstores, and community activities
- Provide toddlers with opportunities to practice their language skills through play
- Provide opportunity for imitative play such as playing *Follow the Leader* where the child is the leader
- Provide enriching and sustained opportunity for Dramatic Play (make-believe and fantasy play)
- Have a variety of board books, picture books, magazines and print available for children to touch and explore. Books should have simple plots and few words. Suggested book themes include: families and feelings, animals, and everyday experiences. Books should have pictures that introduce basic concepts
- Provide large pieces of paper, large crayons, washable markers, play dough, and finger-paints
- Model authentic writing samples such as lists and notes, taking dictation for a child's picture or experience
- Point out environmental print. Example: when driving by a stop sign an adult says "Oh, I have to stop because there is a stop sign"

**Preschooler (3 years – 5 years):** The preschoolers' increased language capacity enhances their ability to think, reason and problem-solve which are critical to code focused instruction as well as literacy

comprehension. According to NELP (2008), the 11 crucial literacy skills that will prepare children for later reading are:

- **Alphabet knowledge (AK):** knowledge of the names and sounds associated with printed letters
  - **Phonological awareness (PA):** the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
  - **Rapid automatic naming (RAN) of letters or digits:** the ability to rapidly name a sequence of random letters or digits
  - **RAN of objects or colors:** the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., "car," "tree," "house," "man") or colors
  - **Writing or writing name:** the ability to write letters in isolation on request or to write one's own name
  - **Phonological memory:** the ability to remember spoken information for a short period of time.
- Additional early literacy skills are:
- **Concepts about print:** knowledge of print conventions (e.g., left-right, front-back) and concepts (book cover, author, text)
  - **Print knowledge:** a combination of elements of AK, concepts about print, and early decoding
  - **Reading readiness:** usually a combination of AK, concepts of print, vocabulary, memory, and PA
  - **Oral language:** the ability to produce or comprehend spoken language, including vocabulary and grammar
  - **Visual processing:** the ability to match or discriminate visually presented symbols.

As children become preschoolers, there is a refining of their motor development. Some still need gross motor skills practice, but many children are gaining the control of their fine motor skills that allows them to scribble, approximate letters, and write their name. (Please see the writing stages in the Appendix). Children should have increasing opportunities to handle writing instruments such as crayons, pencils, washable markers and should have access to varying types and sizes of unlined paper on which to write. Again, as children move closer to formalized education, they must have intentional writing experiences. Instructional strategies that support writing development should include adult dictation, modeled writing, shared writing, interactive writing, and independent writing.

#### **Strategies for adults to use:**

- Scaffold the child's ability to articulate their needs, feelings, or wishes by providing phrases, explanations or examples.
- Scaffold Dramatic Play (make-believe) to strengthen a child's memory, logical reasoning, imagination, creativity and background knowledge.
- Play listening games to build auditory discrimination skills.
- Incorporate experiences to enhance children's ability to actively listen, observe and inquire, for example: children listening to a peer describe an event and then asking questions for clarification or responding with their own ideas.
- Model a range of strategies for communication such as asking questions, making suggestions, or

providing opportunities for children to collaborate with peers.

- Use a variety of methods to represent their experiences (e.g. dictating, writing, drawing, clay models).
- Use environmental print by pointing out print in familiar objects in the environment (e.g. Toys R Us, Target, Cheerios, Leap Frog, Stop signs or street signs).
- Provide a literacy-rich environment using picture books, charts, magazines, newspapers, and children's names in print.
- Create an interactive and engaging word wall.
- Read every day using a variety of books (fiction, non-fiction) with increasing text complexity in various settings (whole group, guided reading, listening stations) to model different purposes for reading.
- Point to printed words while you read aloud focusing on particular letter names and letter-sound combinations, recognizing that words are meaningful to them.
- Reflect the diversity of their population. Books and pictures should include people of different races, age, gender and abilities in various roles.
- Ask open-ended questions that will yield a child's expanded response. Example: "What was your favorite part of the story?" "Tell me about your picture".
- Use singing, rhyming, and alliteration games, activities and opportunities.
- Encourage and validate approximations of writing.
- Provide varied and meaningful uses of print and opportunities to write. Example: opportunity to write their own name.
- Intentionally support alphabet knowledge in authentic ways. Letters have names and sounds and symbols. Example: using letter name knowledge during transitions- Adult holds up a letter B and says "everyone whose name starts with /b/ wash their hands".
- Utilize extended responsive conversations and books with increasing complexity to expand vocabulary acquisition including tiered words and academic vocabulary.

## Grades K through 5

### Introduction

The elements of the Arizona Literacy Plan highlight the parameters for a consistent, common understanding and language with which to address literacy challenges. This foundation focuses on instruction and supports throughout all content areas. The elements include:

- The integration of reading instruction in all content areas (science, social studies, music, art, physical education, technology, etc.) including the use of the reading informational text, writing, and speaking and listening standards as found in Arizona's English Language Arts Standards.
- Early learning experiences that support literacy development in young children.
- Research-based instructional approaches for fostering communication skills, including oral and written language.
- Access to evidence-based curriculum and equitable opportunities for academic achievement.

In 1997, at the request of the U.S. Congress, the National Institute for Child Health and Human Development (NICHD) assembled the National Reading Panel (2000) to assess the effectiveness of

differentiated approaches for instructing reading. The panel's report, titled "Teaching Children to Read" (2000), identified five essential components of reading instruction..: Phonemic Awareness, Phonics, Reading Fluency, Vocabulary, and Reading Comprehension. The research indicates that students show the most gains in letter knowledge, phonological awareness, alphabetic principle (phonics), and reading success when skills are taught in an integrated manner.

### **Instructional Components**

- **Phonemic Awareness:** The ability to hear, identify and manipulate the individual sounds (phonemes) in spoken words. Phonemic awareness is the understanding that words are made up of individual sounds.
- **Phonics:** The understanding that there is a predictable relationship between phonemes, the sounds of the language, and graphemes, the letters and spellings that represent those sounds in written language.
- **Vocabulary:** The development of stored information about the meanings and pronunciation of words necessary for communication including listening, speaking, reading and writing vocabulary.
- **Fluency:** The ability to read text accurately, smoothly and quickly. It provides a bridge between word recognition and comprehension as readers recognize words and comprehend them at the same time.
- **Comprehension:** The strategies readers use to understand, remember, and communicate with others about what has been read; they are active sets of steps readers use to make sense of text.

In addition to the five essential components of reading instruction, other elements critical to a comprehensive literacy program include writing and oral language development.

### **Writing**

The skills, processes and knowledge of reading and writing are interwoven (Fitzgerald and Shanahan, 2000). Reading exposes students to text organization and a wide range of vocabulary, which in turn is used in writing. A literacy-rich environment helps students create and understand the connection between reading, writing, speaking, and listening.

Reading and writing have a direct connection that supports all students' ability to learn and achieve. Teachers recognize that student writing proficiency mirrors student reading proficiency in all content areas and in all grade levels. According to Salus and Flood (2003), as students interact with written and spoken languages, they begin to improve their vocabulary, decoding and encoding skills, while also developing their reading comprehension and writing strategies.

Teaching spelling helps students make connections between letters and sounds, and makes it easier for them to remember words in text (Ehri & Wilce, 1987; Moats, 2005/2006). Instruction in spelling patterns and practice in writing can promote the development of both reading and writing (Adams, 2001). Spelling instruction promotes using letter sound knowledge, phonological awareness, knowledge of word parts, and spelling conventions (Report of the National Reading Panel, 2000, US Department of Health

and Human Services). Using what they learn about sounds, letters, and spelling patterns, students strengthen their skills in reading and writing.

Spelling and reading are interconnected. Fluent reading is more accessible if you know the spellings of words since both require or rely upon a mental image of a word (Snow, Griffin, & Burns, 2005). To build a foundation, students must gain control over many conventions of standard English grammar, usage, and mechanics, as well as learn other ways to use language to convey meaning effectively.

They must also be able to determine or clarify the meaning of grade appropriate academic words encountered through listening, reading, and media use; come to appreciate that words have non-literal meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. Therefore, to establish a strong link between reading and writing, children need opportunities to write for a variety of audiences and purposes integrated across the school day (Arizona’s English Language Arts Standards).

### **Oral Language**

Children's comprehension of written language depends in large part upon their effective use and understanding of oral language. First, language develops at the oral level, through listening and speaking. Children then move to acquisition of reading and writing at the text level. Language instruction that focuses on listening, speaking, and understanding includes the following: discussions on a variety of topics; songs, chants, and poems that are fun to sing and say; concept development and vocabulary-building lessons; and games and activities that involve talking, listening, and following directions (Texas Education Agency, 2000). “Using words expressively requires a deeper level of word knowledge... and the ability to use a word in speaking or writing demonstrates true ownership of the word” (Moats, 2009, p. 7) Academic achievement is greatly impacted by a student’s ability to communicate in both oral and written forms and students benefit from classroom experiences designed to explicitly develop their vocabulary and language skills. Students must have ample opportunities to take part in a variety of rich, structured academic conversations—as part of a whole class, in small groups and with a partner. Being productive members of these academic conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication (Arizona’s English Language Arts Standards).

### **Rigorous Instruction**

Rigorous instruction is challenging and complex. Learning goals are relevant and differentiated for all students and rigor is foundational to the Arizona Literacy Plan and goals. Supported by the Arizona English Language Arts Standards, it is expected that students demonstrate depth of knowledge and content mastery, as well as critical thinking and applied skills. Rigor is expected from students and educators at all levels throughout the state.

## **Text Complexity**

The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts. This close reading of text is emphasized in Arizona's English Language Arts Standards, beginning with Standard 1. Standard 10 in both the Reading Literature and Reading Informational Texts strands of Arizona's English Language Arts Standards emphasize the need for students to "independently and proficiently" read increasingly complex texts both within and across grade levels (Arizona's English Language Arts Standards).

The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: argument, informative/explanatory text, and narrative. The standards stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. In grades 4-12, Writing standard 9 calls for students to "[d]raw evidence from literary or informational texts to support analysis, reflection, and research" (Arizona's English Language Arts Standards). The evidence that the students draw upon, as stated later in the same standard, comes from the literary and informational texts they read in the Reading strands of the standards. Because of the centrality of writing to most forms of inquiry, research standards are prominently included and are infused in student learning (Arizona's English Language Arts Standards).

## **Motivation to Read and Relevance of Reading**

Children develop the motivation to learn to read when reading is relevant to everyday life and enjoyable. Motivation is linked to achievement, having a positive effect on comprehension, vocabulary, and general success in school (Miller & Meece, 1999). When children experience early success in reading activities, they become motivated learners and avid independent readers of written material. Modeling, through oral and shared reading, can motivate students to want to read themselves (Texas Education Agency, 2000).

An important aspect of reading motivation is acquired through books that are read aloud to students. Reading aloud provides opportunities to expose students to vocabulary, concepts, ideas, and text structures that are beyond their personal reading ability. Books that are read aloud demonstrate the relevance of reading. Arnold and Whitehurst (1994) stated, "...reading aloud to children has been found to facilitate the growth of vocabulary in preschool-age children and elementary-age students. Reading aloud has been shown to promote children's understanding of academic language of text, which differs significantly from oral language. This practice also introduces novel concepts of text structure and story grammar and provides an important avenue for learning about the world" (Arnold, David S., and Whitehurst, Grover J. 1994).

## **The Skilled Kindergarten through Grade 5 Reader:**

In order for students to be prepared for college, the workforce, and/or the military, connections must be made from grade level to grade level as the demands of literacy increase. Students progress from an understanding and ability to automatically apply the alphabetic system of decoding and encoding text to the ability to fluently and accurately read and write with comprehension and meaning. Text endurance is crucial as text complexity intensifies. Increasing language development for both natural and academic language occurs throughout.

### ***Kindergarten Transition***

As children prepare to enter kindergarten, an intentional transition plan will help to ensure each child's success in the elementary grades.

Many students will enter kindergarten having had some type of preschool experience. Local Education Agencies must be deliberate in building relationships with programs such as Head Start, Faith Based Programs, and Private or Non-profit Child care centers in order to facilitate communication and support transitions. Preschool teachers hold vital information about students that will help kindergarten teachers know, understand and meet the individual needs of the new kindergarten student.

A successful kindergarten transition plan should include:

- The identification of committee team members and their affiliation and the designation of a leader and discuss transition goals,
- The identification of current transition activities within the community and determine goals for improving these efforts,
- The creation a set of activities to achieve the transition goals, and
- The development of time lines for implementation of transition plan.

There are five guiding principles that are identified core components of transition planning as identified by Robert C. Pianta (2008), Director of the Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia, and his team:

- Foster relationships as resources
- Promote continuity from preschool to kindergarten
- Focus on family strengths
- Adapt practices to meet individual needs
- Form collaborative relationships

The specific characteristics of language and literacy development in each elementary grade level are defined as follows. Stage/progressions are listed below.

## ***Kindergarten***

Through direct, explicit, and systematic instruction, kindergarten students learn to recognize, say, and write the alphabet, learn the sounds of the letters, hear the discreet sounds in words (phonemic awareness), connect letters and letter sounds (phonics), experiment with letters in spelling and writing (print concepts), and begin to use their phonemic awareness and phonics knowledge to blend, decode and read simple words. These students receive instruction and opportunities to build upon, strengthen, support and enrich the foundational literacy and linguistic skills that are learned from birth to 5 years of age. Additionally, kindergarteners begin to build their repertoire of high frequency words they can read (i.e. the, said). Students in kindergarten class play with words using rhyme. By the end of kindergarten they are able to identify initial, ending and medial phonemes (sounds) in a c-v-c word (Consonant-Vowel-Consonant word) and manipulate these sounds. Kindergarteners use picture clues or illustrations to help with story understanding. The comprehension and vocabulary of kindergartners is primarily built through oral language activities such as listening to books and stories read aloud using intentional storytelling techniques that include explicit and implicit vocabulary instruction, teacher modeling, and multi-sensory activities for retell. Students move from pretending to read, telling and often retelling a story, to reading simple decodable words and a few high frequency words.

Kindergarteners participate in collaborative conversations about kindergarten topics and texts with peers and adults. By asking and answering questions, they confirm understanding of a text read aloud. With prompting and support, kindergarteners describe familiar people, places, things, events, and details. They speak audibly and express thoughts, feelings, and ideas clearly. (Arizona's English Language Arts Standards for Speaking and Listening) Students in kindergarten learn about the basic parts of a book and that text is read and written from left to right. Students will master letter identification and will know 35 beginning, middle, and ending phonemic sounds and can automatically blend at least 15 nonsense words by the end of Kindergarten. Differentiated instruction across the curriculum (all content areas) is provided for students who excel as well as for students who are second language learners, special education (exceptional education) learners, and at-risk populations. In order to assure effective literacy instruction with an equal focus on language, reading, and writing, struggling students receive targeted, specific intervention instruction, while those who excel are provided with enrichment opportunities. Students will be provided with multiple opportunities and significant time to strengthen and adapt their writing to accomplish a particular task and purpose to produce numerous pieces over short and extended time frames throughout the year (Arizona's English Language Arts Standards for Writing).

In order to strengthen and enhance their writing skills, kindergarten students utilize a combination of drawing, dictating and writing to respond to reading, express opinions, retell events in sequence, and answer questions. They use inventive spelling based on their developing knowledge of letter sound correspondences and begin to spell simple decodable words and a few high frequency words. With the support of adults, kindergarten students use technology and digital tools to create and publish their writings (Arizona's English Language Arts Standards for Writing), making writing an authentic part of their lives.

## ***First Grade***

These students continue to receive direct, explicit, and systematic instruction, and practice letter-sound relationships. They learn more about vowels and consonants, spelling patterns, and they increase their repertoire of high frequency and sight words. First grade students read simple stories that include simple phonetic patterns along with high frequency words. They continue to develop their vocabulary through listening comprehension and oral language activities that include teacher think-aloud modeling, direct and explicit vocabulary instruction, use of realia or items in the environment, and listening to high quality literature read aloud. Phonemic awareness continues to develop. Phonics instruction includes syllable patterns of vowel team words, r controlled vowels, vowel-consonant-silent e words, consonant-le words, along with consonant blends and digraphs. First grade students are introduced to compound words along with beginning suffixes (-s, -ed, -ing, etc).

Students in first grade move back and forth between decoding a word (reading) to encoding (writing) to assist with spelling and writing, continuing to build the reading and writing connection. They read whole words, sentences, and short passages of decodable text which is used to build fluency.

With direct instruction and teacher modeling, the students move from retelling to a more in-depth understanding and knowledge of story parts (i.e. character, plot, main events), and summarization. The first grade student continues to use illustrations and to use bold print or headings to help them understand the text. First graders learn to sequence events in a story, identify the main idea, and provide support from the text for their answers. They ask and answer questions regarding the text they have listened to or read and compare and contrast characters, events, or stories.

Writing is strengthened by including details and temporal words to signal event order and to provide some sense of closure (Arizona's English Language Arts Standards). Informative and narrative writings include details, sequence of events, how-to step by step instructions, and the use of technology and digital resources to support their positions, for research, and technology is used for publication.

First graders build on others' talk in conversations by responding to the comments of others. They ask questions to clear up confusion about the topics and texts under discussion. They describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. First grade students produce complete sentences when appropriate to task and situations (Arizona's English Language Arts Standards for Speaking and Listening).

Students who struggle receive targeted, specific intervention instruction, and those who excel are provided with enrichment opportunities. Learning is enhanced through collaboration and discussions with their peers. Through scaffolded experiences and gradual release, first graders are encouraged to move toward independence in their work as they build confidence in their language, reading and writing abilities.

## ***Second Grade***

Students in the second grade continue to build on the skills they learned in first grade, developing the more complex orthographic features of spelling with vowel teams, consonant clusters and multi-syllable words. They are now able to read and spell fluently at grade level no longer needing to decode one syllable words (cvc, cvvc, etc) sound by sound. Second graders spend time developing fluency with text and they begin to independently explore and read books outside of the required course work. They are beginning to read for meaning and may venture into simple chapter books. Classroom instruction includes word study on prefixes and suffixes, word structure, syllabication, different parts of a book (table of contents, introduction, etc.), reading graphs and maps, and using a dictionary. Much time is spent reading informational text. The second grade student uses knowledge of word structure, letter-sound relationships, and syllabication, to enhance their understandings and to help with meaning of text; and through this process add words to their vocabulary. They self-correct and read with higher degrees of automaticity. Highest levels of vocabulary development continue to come from books that are read aloud and from direct and explicit vocabulary instruction.

Second grade students participate in collaborative conversations. They build on others' talk in discussions by linking their comments to the remarks of others. They ask for clarification and further explanation as needed to deepen their understanding. Second grade students tell a story or recount an experience with facts and details, speaking audibly in coherent, complete sentences (Arizona's English Language Arts Standards for Speaking and Listening).

Comprehension continues to be enhanced through the teacher led use of graphic organizers (making transparent how text is organized), through the use of higher level questioning, teacher read alouds, teacher think alouds, modeling, and collaborative discussions. The second grade student compares and contrasts within one text, can determine cause and effect, and can discuss the author's purpose. They can retell and summarize a text.

Technology is used for supporting reading and writing. Second graders write well elaborated narratives that include a short sequence of events and details to describe actions, thoughts, and feelings. They use temporal words to signal event order and they participate in shared research and writing projects. They write informative/explanatory texts in which they introduce a topic and use facts and definitions to develop points. Writing includes word knowledge of spelling and pronunciation. Underlining, finding information in the text, and mnemonics are used as study skills. Students provide opinions using linking words to supply reasons, and providing a concluding statement.

Teachers continue to use realia, direct and explicit instruction, and multi-sensory methods to enhance reading instruction. Students who struggle receive targeted, specific intervention instruction, and those who excel are provided with enrichment opportunities. Differentiated instruction across the curriculum (all content areas) is provided for students who excel as well as for students who are second language

learners, special education (exceptional education) learners, and at-risk populations. Effective literacy instruction includes language, listening, speaking, reading, and writing.

### ***Third Grade***

Building on the foundations from prior years (advanced phonics studies, vocabulary, and automaticity), students in the third grade understand and apply the orthography of the English language system. They transition from sight-word and decoding skills to new and challenging content-area text structures.

Some students may need continued instruction on earlier basic skills and also need continued instruction on interpreting and comprehending what they read. Third grade students read with expression and continue to develop fluency and the ability to understand more sophisticated text structure.

Additional language instruction includes building background knowledge, increasing expressive language that includes syntax (word order) and grammar (sentence structure), and intentional vocabulary with metaphors, similes, and multiple meanings. Students use morphological knowledge of prefixes and suffixes to assist with vocabulary understanding. They use richer vocabulary in their writing as well as in speaking. Deep vocabulary and comprehension continue to be enhanced through teacher directed instruction, books read aloud, higher level questioning, and purposeful discussions. Students use graphic organizers to support their learning and to deepen their understanding of text structures. They compare and contrast, use inference, identify the author's purpose, and retell and summarize with their point of view.

Technology is used for research and to support reading and writing across content areas. Third graders begin to use a variety of reference materials including online materials in their research. Students write paragraphs stating their opinions, writing information, and/or writing about a life experience. Finding information in the text continues to be practiced in a variety of ways. Graphic organizers are introduced as a method for note taking, text organization, and writing support. Teachers continue to use realia, direct and explicit instruction, and multi-sensory methods to enhance reading and writing instruction.

Third graders engage effectively in a range of collaborative discussions, building on others' ideas and expressing their own ideas clearly. They ask questions to check their understanding of information presented, stay on topic, and link their comments to the remarks of others. Third grade students explain their own ideas and understanding in light of discussions. They ask and answer questions about information from a speaker, offering appropriate elaboration and detail. They speak in complete sentences and provide requested details or clarification (Arizona's English Language Arts Standards for Speaking and Listening).

Students who struggle receive targeted, specific intervention instruction and those who excel are provided with enrichment opportunities. Differentiated instruction across the curriculum (all content areas) is provided for students who excel as well as for students who are second language learners,

special education (exceptional education) learners, and at-risk population. Effective literacy instruction includes language, listening, speaking, reading, and writing.

### ***Fourth Grade***

Students at this grade level read and comprehend material from a variety of genres and across content areas. The fourth grade student uses previously learned literacy skills to understand the complex texts found in content areas. Fourth grade students continue to apply morphology (prefixes and suffixes) to read the unfamiliar multisyllabic words they encounter. Morphology instruction continues as students are introduced to Latin and Greek roots and continue to build on syllable structure for spelling. Students continue to acquire vocabulary through direct, explicit instruction of word study and word knowledge along with their continued experiences with text.

The fourth grade student continues to hone the skills learned in previous grades for understanding text and continue to focus on higher level thinking and questioning skills. They question the text as readers and make connections to self, other texts, and the world. These skills help the students to analyze their reading, make generalizations, draw conclusions and question the author's point of view. Students use graphic organizers for writing and organizing their thoughts across content areas and to aid in comprehension while reading.

Student writing includes well organized paragraphs that include descriptors, clarity and elaboration. Fourth grade students write their opinions and reasons, develop topics with facts for informational writing, and write relevant and detailed stories. They work in cooperative groups and engage in student discussions and critical thinking skills around the reading and writing assignments. Fourth grade students follow directions and make inferences, sequence events, self-monitor and problem solve when they struggle with reading or writing. Classroom instruction on research methodologies continues as well as a concentrated focus on strategies and additional practice to assist with literacy. The use of technology supports reading, writing and research across content areas.

Fourth grade students engage effectively in a range of collaborative discussions. They explicitly draw on preparation and other information to explore ideas under discussion. They pose and respond to specific questions to clarify or follow up on information, make comments that contribute to the discussion, and link to the remarks of others. Fourth graders review the key ideas expressed and explain their own ideas and understanding in light of the discussion. They paraphrase portions of information presented in diverse media. They report and write on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Fourth grade students use formal English when appropriate to task and situation (Arizona's English Language Arts Standards for Speaking and Listening). Teachers continue to use realia, direct and explicit instruction, and multi-sensory methods to enhance reading instruction.

Differentiated instruction across the curriculum (all content areas) is provided for students who excel as well as for students who are second language learners, special education (exceptional education) learners, and at-risk populations. Effective literacy instruction includes language, listening, speaking, reading, and writing.

### ***Fifth Grade***

Fifth grade students apply advanced word study skills as they read unfamiliar multisyllabic words in and out of context. They learn new vocabulary through direct explicit instruction in morphology, through building knowledge of root words, prefixes, and suffixes, and through reading a variety of texts. Students use graphic organizers for writing and organizing their thoughts across content areas and to aid in comprehension while reading.

These students are able to identify and discuss the differences across a variety of genres and content areas. Fifth grade students analyze multiple accounts of the same event or topic, explain how an author uses reasons and evidence to support particular points in a text, and integrate information from several texts on the same topic in order to write or speak about the subject (Arizona's English Language Arts Standards).

Higher level thinking skills are used to comprehend and to write. Fifth grade students use reference materials to support their opinions and they identify persuasive techniques in text. Their writing is clear and descriptive, includes higher level vocabulary and correct conventions. Fifth grade students produce coherent writing in which the development and organization are appropriate to task, purpose, and audience (Arizona's English Language Arts Writing Standards). Students are able to make independent revisions. The use of technology for research and for recalling relevant information supports the writing of short research projects. These projects use several sources to build knowledge through investigation of different aspects of a topic (Arizona's English Language Arts Writing Standards).

Fifth Grade Students engage effectively in a range of collaborative discussions building on others' ideas and expressing their own clearly. They pose and respond to specific questions, elaborate on the remarks of others, review the key ideas expressed and draw conclusions. (Arizona's English Language Arts Standards Speaking and Listening). Fifth grade students report on a topic, sequencing ideas and use appropriate facts or descriptive details to support main ideas or themes. Fifth grade students speak clearly, using formal academic English (Arizona's English Language Arts Standards for Speaking and Listening).

Differentiated instruction across the curriculum (all content areas) is provided for students who excel as well as for students who are second language learners, special education (exceptional education) learners, and at-risk populations. Effective literacy instruction includes language, listening, speaking, reading, and writing.

## Grades 6 through 8

### **Introduction**

The purpose of this plan is to increase all students' overall levels of literacy proficiency, to ensure that students who have met or exceeded Arizona's English Language Arts Standards will continue to meet the challenges of a literate 21<sup>st</sup> century student. In addition, this plan will help at risk students acquire the skills and knowledge required to meet and exceed grade-level standards. Middle grade students gain stamina and automaticity through literacy instruction that increases their abilities to use texts to produce both written and oral products. Students will learn comprehension strategies and will apply those strategies to multiple texts and settings. Students move from the focus on decoding and using strategies toward a focus on vocabulary, comprehension and morphology/study of meaningful word parts, leading to increased understanding of complex texts. Middle grade students expand and write more complex pieces for a wide variety of purposes, audiences and genres. Students are able to effectively engage in complex discussions on a wide variety of topics. Student learning and motivation are enhanced by a connection to cultural experience and personal relevance.

### **Instructional Components**

According to Arizona's English Language Arts Standards, students in grades 6-8 will confront an expanding volume of language, reading and writing expectations. While students build on K-5 foundational literacy skills and strategies, demands for comprehension and communication of more complex text and content specific information increases. With the expectation that phonemic awareness, basic phonics and fluency are mastered, the focus shifts to the remaining components of the National Reading Panel's Big Five: vocabulary and comprehension.

### ***Vocabulary***

Rich vocabulary is acquired through wide reading, read aloud, and direct instruction. "Once children become fluent readers, then written text is a major source of new vocabulary (Oakhill, Cain, and Elbro 2015). All classrooms should spend time on specific vocabulary word instruction, while keeping in mind that students acquire around 5-8 words per week. The focus is on academic words and phrases, content specific words and multiple meaning words that the learner is unlikely to know within complex text. Students learn technical, connotative and figurative meanings and use the words in a variety of appropriate contexts. Effective direct instruction includes repeated exposures to words that connect to students' prior knowledge and experiences through listening, speaking, and writing activities. Building word meaning involves integration of spelling patterns, syntax/word order, morphology/meaningful word parts and etymology/word origins, including advanced word study of Latin and Greek affixes and roots.

### ***Comprehension***

Comprehension skills and strategies enable students to evaluate complex text (multiple ideas, layers of meaning or purpose, and sophisticated vocabulary) across a range of genre and content areas. In writing and speaking, students benefit from modeling and guided practice as they frame and support

conclusions from literature, informational text and media through logical inferences and specific evidence. Students move from collaborative to independent work, building from the low level skills of recall to demonstrating skills and concepts, to showing strategic thinking and finally to exhibiting the advanced skills of extended thinking, synthesizing and creating.

### ***Writing***

Varied complex and lengthy written tasks in the middle grades involve daily engagement and response to complex text including informational and explanatory writing, arguments, narratives, and research projects. In order to focus on content and meaning, students need to be instructed and practice basic skills such as handwriting and keyboarding. Fundamental application of formal English language conventions (grammar) need to be taught as writing and spelling skills are applied with greater sophistication. To strengthen coherent writing skills, students need direct instruction in process writing, including planning, revising, editing and rewriting. The critical focus is on student's use of increasingly sophisticated thinking processes.

### ***Speaking and Listening***

Listening, speaking, and viewing in various academic settings (partner, small group, whole group) continue to be essential components in comprehending more complex information, ideas, and evidence. Oral language activities involve formal presentations as well as informal extended discussions to build background knowledge, key vocabulary, syntax, and content. Student interactions also provide a forum for organization of thought, use of academic language and rehearsal of comprehension strategies, which supports both writing and reading comprehension. Just as in writing it is critical that students demonstrate increasing sophistication in thinking by developing arguments and support for oral information. Even for students who meet grade-level expectations, oral language comprehension may outstrip reading comprehension until seventh or eighth grade (Biemiller, 1999).

### ***Motivation***

Motivation involves the successful implementation of the instructional components and appropriate scaffolds for every student. "They should provide a supportive environment that views mistakes as growth opportunities, encourages self-determination, and provides informational feedback about the usefulness of reading strategies and how the strategies can be modified to fit various tasks" (Graham & Hegert, 2008).

Two elements are essential for students to feel successful. First, effective content area instruction needs to incorporate reading skills necessary to enable all learners to access the material. Knowledge needs to be connected with, through, and across disciplines.

Second is a structure of differentiated support for levels of learners. Content area instruction supports reading intervention and can also be designed to support reading skills that aide students in reading and comprehending content area text. Every student needs to be provided access to grade level content using scaffolding supports when necessary. In addition, struggling students need individual plans that, in

addition to regular classroom differentiated instruction, provide extra time and intensity in fundamental skills, as determined by appropriate assessments. Arizona's English Language Arts Standards give teachers great latitude in selection of curriculum materials and allows teachers to focus on text of high interest to students.

### ***Text Complexity***

Being able to read and comprehend complex text independently and proficiently is essential for high achievement. There is an extensive body of research that demonstrates that teaching based solely on higher order thinking was not enough to ensure that students were ready for college, the workforce, and/or the military. Text complexity, was at least as important, to student success, as what they could do with what they read.

Arizona's English Language Arts Standards define a three part model for determining text complexity, which is meant to be used in conjunction with grade-level standards RL.10 and RI.10, which require that students encounter increasingly complex texts within and across grade levels (Arizona's English Language Arts Standards). The following is a summary of the Standards three-part model of text complexity:

Qualitative Measures of Text Complexity (measured by the reader) – Are readily measurable by teachers as they plan and select materials for instruction. Qualitative measures include levels of meaning or purpose; text structure; language conventionality and clarity; and background knowledge demands.

Quantitative Dimensions of Text Complexity (typically measured by computer software programs) – Quantitative measures are not easily discernable by humans and are more frequently based upon computer readability formulas. They include word length, sentence length, and text –cohesion..

Reader and Task Considerations (match text for students) – Teachers use professional judgment to select appropriate text for students based on the purpose of the task. This factor brings into account student motivation, background knowledge, purpose and interest levels.

### **Instructional Practices**

Once a student learns to read and write in the early grades, formal instruction should not end. A firm foundation of literacy strategies ensures that an intermediate/middle school student will be able to master every new reading and writing task successfully. Starting in the middle grades, students encounter more complex texts in a variety of content areas that require different reading approaches from those used in the primary grades. They begin to “refine their reading preferences and lay the groundwork for lifelong reading habits. They begin to use reading to help answer profound questions about themselves and the world (IRA and NMSA, 2001). Students should be expected to sustain silent reading over longer texts, gain information through reading and read for different purposes in multiple genres, expand vocabulary, and broaden their knowledge from texts that are new and unfamiliar.

To be most effective, instruction needs to be embedded in the content being presented, taught by knowledgeable subject area educators who focus on language development, reading, and writing

strategies specific to their curriculum. Students increasingly use text to learn new knowledge, formulate thinking, develop writing and present in oral formats. It is recommended that students receive two to three hours of daily engagement with texts, including literacy instruction as needed, in order to see improvement in reading skills and their application. Adolescents should continue to build reading fluency as text becomes more complex. Vocabulary knowledge, domain-specific and domain-general content knowledge, higher-level reasoning and thinking skills and cognitive strategies become the focus and can be applied specifically to enhance reading comprehension of increasingly complex and content specific text. There is strong evidence that motivation and interest in reading decline after the early elementary grades; this is particularly true for students who have struggled during the initial stages of learning to read. Therefore, planning for motivation and engagement for struggling students becomes critical.

### **Research-Based Effective Practices Across the Curriculum**

There is evidence that students are more successful in a classroom where routines and procedures are clearly delineated. Creating a classroom instruction model that can be replicated across grade levels and subject areas helps students feel comfortable and familiar. Adolescents need to interact and learn with their peers. Content teachers must determine which reading strategies are crucial for understanding the content, choose diverse texts, embed word knowledge, monitor oral reading fluency, teach and practice comprehension and writing strategies in daily lesson plans, and support readers as they learn to incorporate the reading strategies into their assigned reading tasks.

### **Five Areas of Instructional Practice in Content Classes (related to Arizona's English Language Arts Standards)**

#### ***Increase the Amount of Explicit Instruction in and Support for the Use of Effective Comprehension Strategies throughout the School Day***

- Active comprehension monitoring that leads to the use of fix-up strategies when comprehension fails
- Use of graphic and semantic organizers, including story maps
- Question generation
- Summarization, paraphrasing and selective rereading

#### ***Increase the Amount and Quality of Open, Sustained Discussion of Reading Content***

- Discussion about text is a direct way to increase students' ability to think about and learn from text
- During discussions, students can be directly led to engage in the thoughtful analysis of text in ways that support their comprehension when they are reading on their own
- In addition to its impact on reading comprehension, increasing the amount of high-quality discussion of reading content is frequently cited as a way to increase engagement in reading and reading-based assignments

***Set and maintain rigor for the level of text, conversation, questions, and vocabulary that are used in oral discussions and written assignments***

- The learner will be able to summarize major ideas, provide evidence in support of an argument, and analyze and interpret causal relations
- Discussion will promote students' comprehension of complex text and focus on building a deeper understanding of the author's meaning through sustained exchanges with the teacher and other students. "In effective discussions students have the opportunity to have sustained exchanges with the teacher or other students, present and defend individual interpretations and points of view, use text content, background knowledge, and reasoning to support interpretations and conclusions, and listen to the points of view and reasoned arguments of others participating in the discussion." (Kamil, Borman, Dole, Kral, Salinger & Torgesen, 2008)

***Increase the Use of a Variety of Practices to Increase Motivation and Engagement in Reading. Effective Instruction for Struggling Adolescent Readers (2008) identified four instructional practices with significant effect sizes:***

- High interest content goals for instruction - students have interesting learning goals to achieve through their reading activities;
- Choice and autonomy support - students are allowed a reasonable range of choices of reading materials and activities;
- Interesting, multiple-leveled texts; and
- Opportunities to collaborate with other students in discussion and assignment groups to achieve their learning goals.

***Teach Essential Content Knowledge and Vocabulary So That All Students Master Critical Concepts***

- "Content area teachers should identify the key concepts, principles and vocabulary for each unit they are teaching that they would like every student to know. The goal is to identify those concepts, principles and vocabulary that represent the most essential information in the unit of study" (Torgesen, 2007).
- By providing explicit instruction in vocabulary, teachers help the learner with the meaning of new words and strengthen their independent skills of constructing the meaning of text (IES Practice Guide, 2008).

***Elements of Effective Writing in Middle School***

"Researchers know that reading and writing often draw from the same pool of background knowledge-- for example, a general understanding of the attributes of texts. At the same time, however, writing differs from reading. While readers form a mental representation of thoughts written by someone else, writers formulate their own thoughts, organize them, and create a written record of them using the conventions of spelling and grammar. Therefore, although writing and reading are both vital aspects of literacy, they each require their own dedicated instruction. What improves reading does not always improve writing.

This report responds to the strong need for information about how to improve classroom writing instruction to address the serious problem of adolescent writing difficulty” (Writing Next, pg. 8, 2007).

***11 Elements of Effective Writing (Writing Next by Graham & Perin, (2007), Used with Permission):***

- 1) Writing strategies for planning, revising, and editing compositions;
- 2) Strategies to summarize texts;
- 3) Collaborative writing in which students work together to plan, draft, revise, and edit compositions;
- 4) Specific product goals with expectations for completion;
- 5) Use of technology for writing assignments;
- 6) Sentence combining techniques to encourage the writing of complex sentences;
- 7) Prewriting to generate ideas for compositions;
- 8) Inquiry activities to engage students in data analysis as the basis for organizing ideas and content;
- 9) Process writing to extend skills instruction by writing for authentic purposes and audiences;
- 10) Models of exemplary writing for analysis and emulation;
- 11) Writing for content learning. Responding to text (additional explanation)
- 12) Writing personal reactions, analyzing and interpreting the text;
- 13) Writing summaries of a text; writing notes about a text;
- 14) Answering questions about a text in writing or creating and answering written questions about a text;
- 15) The process of writing, including text structures, paragraph and sentence construction skills;
- 16) Spelling and sentence construction skills;
- 17) Spelling skills (Graham & Hebert, 2010).

**Differentiation**

All students, including the highest performers and most at risk students, benefit from literacy instruction provided within a continuum of support that provides instruction that is needs-based and involves active engagement, teacher modeling, and feedback. Highest performing students should be provided opportunities for appropriate course offerings and services in order to achieve at levels commensurate with the students’ intellect and abilities. At risk students, including English Language Learners and Special Education students, must be provided extra time and appropriate learning opportunities that are systematic, intensive and of sufficient duration to accelerate students. Considerations should be given for extended opportunities to learn materials in a variety of interactive strategies.

**Grades 9-12**

**Introduction**

The literacy demands of the 21st century are increasingly sophisticated, nuanced and complex, thus requiring the same explicit, systematic literacy instruction received during the middle grades, but with increased focus on using and demonstrating thinking and application of knowledge in rigorous, authentic, and engaging situations. The knowledge and skills required for higher education and for

employment are now considered equivalent (Graham and Perin, 2007). In addition, low student achievement in high school leads to higher dropout rates, entrance into the juvenile justice system, and unemployment (RAND Reading Study Group, 2002). In addition to regular differentiated grade level instruction, schools must provide interventions that effectively close the gap for at risk students.

Therefore, during the 9-12 grade age spans, the purpose of literacy instruction is to continue preparing literate individuals who can:

- Independently build their knowledge base through research and study;
- Respond aptly to a wide range of communication environments, situations, and contexts;
- Comprehend, critique, and weigh evidence to understand and evaluate an author's argument, craft, and product;
- Leverage technology and digital media appropriately and efficiently to accomplish a task;
- Actively seek to understand and communicate effectively with people from a wide range of backgrounds, cultures, and world (Arizona Department of Education, 2010);
- Use text to gain information, build thinking, write convincingly and speak effectively.

In addition to authentically applying content-area literacy skills, high school teachers need to maintain high literacy standards for all students. Although less skilled readers or writers need differentiated instruction, including additional opportunities for learning, these students are still expected to accomplish content-area literacy tasks and learn the content. Thus, content teachers need to utilize a differentiated approach to literacy instruction that is scaffolded and allows these students access to the literacy standards. In addition, schools need to provide intensive interventions to close the gaps for at risk learners. On-going professional development and collaboration with literacy experts and reading specialists will assist content-area teachers in using instructional strategies to support literacy instruction in their content areas. In the school library, print and online text are carefully selected to supplement curriculum with informational and recreational text. Librarians can match text to the varied reading levels of students, build higher reading achievement and provide support for content teachers. Excellent content-area literacy instruction must be systematic and purposeful, with full administrative support and teacher accountability.

Ideally all students would enter high school with 9th grade reading proficiency, but realistically some students will still need interventions and remediation. To address the needs of struggling students, reading experts must provide timely, targeted, explicit reading and writing instruction. Therefore, to be truly comprehensive, a 9-12 literacy program involves all high school teachers providing appropriate content-area literacy instruction and reading experts providing specific literacy interventions. An effective intervention program must also have the support of school leaders and be just as strategic and data-informed as the content-area literacy instruction. "A high level of literacy cannot be acquired during a few school years or rest solely on the efforts of individual students or teachers. Helping our nation's

students become good readers and writers is a collaborative effort involving all stakeholders in the educational process” (Graham and Herbert, 2010, pg. 28).

Finally, self-reflection, self-monitoring, and self-efficacy become increasingly important as students near the end of their K-12 experience and prepare for adult life, the work force, a career or college. To encourage goal setting and self-reflection, the Arizona Board of Education has ruled that, “Effective for the graduation class of 2013, schools shall complete for every student in grades 9-12 an Arizona Education and Career Action Plan (“ECAP”) prior to graduation... ” During this process, students set academic, career, post-secondary, and extra-curricular goals and “schools shall monitor, review and update each Education and Career Action Plan at least annually.” Ultimately, the purpose of the 9-12 grade span for literacy instruction is to give all students the opportunity for post-secondary success in a global environment and an avenue for personal fulfillment and life-long learning.

### **Instructional Components**

Factors to consider when addressing adolescent reading skills include the following: Speed and accuracy when reading text (fluency), vocabulary, background knowledge, comprehension strategies, text complexity, close reading and motivation. Students should be involved with increasingly complex text and required to demonstrate rigorous writing and thinking skills. Classrooms should balance concept acquisition with students thinking and producing products with high levels of intellectual involvement. In addition, writing, formal presentation skills, and discussion /collaboration skills are essential for success in the workplace and post-secondary schooling.

### **Motivation and Cognitive Engagement**

“Correlational evidence suggests that motivation to read school-related texts declines as students progress from elementary to middle school. The strongest decline is observed among struggling students”(Kamil, Borman, Dole, Kral, Salinger and Torgeson, 2008). By high school, poor motivation becomes a major obstacle to improving reading achievement. A student must be motivated and cognitively engaged in order to make the desired gains in reading achievement and be ready for college, the workforce, and/or the military. All educational personnel must intentionally address the wide range of factors that contribute to intrinsic motivation and positive cognitive engagement.

According to Jerry Valentine, “For most students...attendance, attention, and cognitive engagement are linked to learning through student motivation,” and for most students, the desire (motivation) to cognitively engage is the result of teacher-student relationships, emotional security and self-confidence, a positive learning environment, identified learning goals, relevant content, and realistically challenging learning experiences (Guthrie 2001; Willingham 2009; Valentine 2009).

Arizona’s English Language Arts Standards give teachers flexibility in choosing curriculum and materials and allow teachers to involve students with text of high interest and stimulating content. In Arizona, all curricula and texts are chosen at the local level, as schools and districts best know their respective communities. When learning goals are co-determined by the student and teacher, cognitive engagement

increases, which in turn, positively affects reading and writing achievement (Marzano, 2001). Classrooms should focus on high levels of student engagement and should visibly involve all students in activities that exhibit their intellectual involvement with the curriculum. “Engaged readers seek to understand; they enjoy learning and they believe in their reading abilities. They are mastery oriented, intrinsically motivated, and have self-efficacy” (Guthrie, 2001). Addressing the conditions that increase student motivation and cognitive engagement is essential, not optional, if students are going to make the literacy strides needed for the 21st Century.

## **Reading**

### ***Phonological Awareness, Decoding/Encoding, and Fluency***

In addition to the teaching of grade level expectations, some adolescent learners lack phonological awareness, decoding/encoding skills, basic fluency (speed and accuracy), and vocabulary skills. These students require timely, targeted, and explicit instructional interventions from trained literacy experts. All teachers must give struggling students differentiated instruction to improve reading with expression and emphasis (prosody) and to apply decoding techniques to unknown or difficult words.

### ***Background Knowledge***

Marilyn Adams (2010) adds that the ability to use comprehension strategies and make inferences cannot make up for the lack of domain-specific knowledge when reading a text. Recent cognitive science research indicates most students require a knowledge base from which to learn. According to Daniel T. Willingham (2009), “Data from the last 30 years lead to a conclusion that is not scientifically challengeable: thinking well requires knowing facts,...The very processes that teachers care about most--critical thinking processes like reasoning and problem solving -- are intimately intertwined with factual knowledge that is in long term memory...” (p.8). As a result, high school teachers should continue to build students’ content-area knowledge while students hone their ability to integrate their new knowledge with their background knowledge to comprehend increasingly complex text and learn more content.

### ***Critical Reading in the Content Areas***

As students gain rich, content area knowledge, they need to use close reading skills to comprehend increasingly complex text that matches the reading demands of Arizona’s English Language Arts Standards. Teachers must assist students in navigating a variety of complex, authentic texts from their disciplines so that students not only build their content-area knowledge, but also become skilled readers, listeners, and viewers in those disciplines. All content area teachers must explicitly teach vocabulary and literacy skills that are relevant to their content areas. Skilled readers must be able to independently use their background knowledge and comprehension strategies such as predicting, using text structures, questioning, connecting, summarizing, paraphrasing and self-monitoring to understand text, to build more content knowledge. Since each discipline, content-area and course has its own vocabulary, kind of

evidence, and expressive structures, each high school teacher is responsible for assuring that students can comprehend increasingly complex text from their discipline.

As students improve their close reading and analysis skills in each content-area course, they will need opportunities to synthesize, apply, and integrate information within and across content areas. The amount of information available to 21<sup>st</sup> century learners necessitates that each individual acquire the skills to select, evaluate, and use information appropriately and effectively. Students need to work collaboratively and independently with a wide variety of texts in a range of formats to develop digital, information, aesthetic, and cultural literacy. Ultimately, students who can access, comprehend, evaluate, accurately synthesize and integrate sophisticated information from a variety of sources will be ready for post-secondary work experiences, career training, the military, college study, and personal growth.

At this grade span, a variety of reading texts should be taught including foundational U.S. and world documents of historical and literary significance. Text involvement should include literature and informational text with an emphasis on identifying the authors' purpose or opinions and the presented supporting evidence. Students will analyze multiple texts for theme similarity and differences, providing evidence to support their claims. They will study increasingly complex texts that will include figurative and connotative meanings and will analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.

### ***Critical Writing in the Content Areas***

Responding to text, discussing, creating and writing arguments are critical skills in all content areas. Teachers should routinely require students to use writing as a tool for determining central ideas, drawing conclusions, and supporting analyses (Arizona's English Language Arts Standards). Students should regularly be required to create written material that demonstrates knowledge of content, using appropriate and varied transitions, demonstrating knowledge of writing conventions, and incorporating appropriate levels of complexity.

In the 9-12<sup>th</sup> grade span, informational and argumentative writing requires the analysis of text and the crafting of academic essays, proposals, critiques, policy recommendations, editorials, etc.). Students develop claim(s) and counterclaims fairly and thoroughly, use words and phrases to link major sections of text and provide concluding statements that support the argument presented. Excellent argumentation incorporates the best of narrative and expository writing while it inherently demands logic, reliable and sufficient evidence (research), content knowledge, and a keen sense of rhetorical context. "Being skilled in argument equips all students—college bound or not—to become intelligent, contributing employees and citizens" (Schmoker, 2007, p. 65).

Students produce short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem. Students gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.

In addition, writing is a vehicle for applying domain-specific vocabulary and specific content. For example, students use writing to explain content area ideas; defend, support, and argue claims; and convey what they have observed, imagined or felt, while addressing the rhetorical demands unique to each task.

Just as content-area reading instruction focuses on texts common in each discipline; likewise, content-area writing instruction targets explicit instruction in the written products typical for each content-area. Students should be required to write drafts and final compositions in all content areas to demonstrate their grasp of concepts (domain-specific vocabulary), their content knowledge, and their ever improving compositional skills.

### ***Speaking and Listening***

The ability to express ideas orally is foundational for learning. Personal interactions, presentation of ideas and academic discussions are based on oral language skills. Throughout the syllabus for every discipline, the opportunity for practice with speaking skills must be purposeful, varied and frequent in order to gain proficiency. Within each content area, students must be required to create oral presentations that demonstrate rigorous levels of thinking in order to be prepared for college, the workforce, or the military.

Workers and learners of the 21st century increasingly depend on their ability to participate effectively in a wide range of conversations, both highly structured and minimally organized, with diverse collaborators and audiences. Effective participation is characterized by listening attentively, expressing ideas clearly and persuasively, contributing or identifying relevant information, building on others' ideas, and synthesizing the best ideas or information as defined by the standards of evidence appropriate to a particular discipline or context. Students must also be able to follow discussion protocols as well as provide leadership to situations where organization is absent, but needed (Arizona's English Language Arts Standards). To gain expertise in discussing and collaborating, all content area teachers must provide ample opportunities for extended discussion of text meaning, language usage and interpretation, as well as time to collaborate on written assignments, projects and presentations.

### ***Language***

To be truly ready for the demands of the military, college, and the workforce, students must be able to apply standard English usage, grammar, capitalization, punctuation and spelling when writing/speaking in rhetorical contexts that require formal, standard English. Indeed, the ability to purposefully adjust one's grammar, usage and conventions according to the audience, purpose, task, and situation is a skill that recognizes the inherent variability and complexity of communicating in the 21st century. In an ever complex work environment and global learning community, English language users should be able to adapt their language to the situation, whether it be formal or informal. In order to do this effectively, students must be knowledgeable about the English language, both its standard and less standard forms, in order to make effective language choices or analyze how authors' use language to better understand and evaluate a written or spoken piece.

## ***Vocabulary***

The evidence is strong that direct instruction in word meanings and word learning strategies contributes to improved comprehension of ever increasing complex text and the ability to participate in academic discussions. As Marilyn Adams (2009) concludes, “Words are not just words. They are the nexus— the interface—between communication and thought. When we read, it is through words that we build, refine, and modify our knowledge. What makes vocabulary valuable and important is not the words themselves so much as the understandings they afford” (Adams, 2009).

Knowing that students receive direct instruction in word meanings and analysis in the younger grades, 9-12 teachers must continue explicit vocabulary instruction, rich with domain-specific concepts and related academic language. In addition, all students must be competent, independent word learners (skilled users of morphemic knowledge, context clues, reference books) since it is impossible to teach every word (Graves, 2006). One unmistakable way to increase vocabulary is to read widely about a topic. The added benefits are increased background knowledge, which leads to improved comprehension, which helps a student to think critically about a complex issue. “To grow, our students must read lots. More specifically, they must read lots of ‘complex’ texts--texts that offer them new language, new knowledge, and new modes of thought” (Adams, 2010, p.9).

## ***Instructional Strategies***

All students enter high school with a developing sense of self and a variety of cultural, social, and educational experiences. Traditionally, educators have emphasized the difference between oral language and written language. The 21st century student, however, needs to learn to discriminate the difference between social speech/writing and academic speech/writing. When educators view our diverse learners as assets with potential to grow (rather than burdens with deficits to fix), all learners are regarded with dignity and worth. We must start from where students are with the goal of taking them as far as they can go, efficiently, effectively and with respect to who they are becoming. Therefore, building students’ self-awareness as language users, meta-cognition as learners, and self-efficacy as capable adults should be an aspect of any instructional strategy.

The instructional strategies listed below are powerful, research-based, practices that will work in all content areas. The instructional components in the previous section were listed separately, yet in reality, they often work in concert with each other, which is the nature of literacy instruction and achievement. Therefore, the instructional components are grouped as they might naturally often occur in academic or work place situations. This will show the interrelatedness of the instructional components and instructional strategies since the two categories often overlap.

## ***Motivation and Cognitive Engagement***

According to John Guthrie, teachers must create an instructional context for engaged reading and literacy development by building in the following characteristics, as they most naturally occur, into daily instruction:

- Real world interaction including current events, student interests, or everyday life
- Support for setting learning goals and becoming more autonomous
- Interesting and varied texts
- Strategy instruction, complete with modeling, scaffolding, coaching, and explanations of why and when to use a reading strategy
- Collaboration opportunities with classmates and others (experts, media specialist, etc.)
- Recognition and praise for effort that is informative, sincere, specific, and sufficient (Marzano 2001)
- Evaluation that is more student-centered and personalized and task oriented rather than grade oriented (Kamil, et.al, 2008; Guthrie 2001).

Each of the listed instructional characteristics are even more powerful when they work together to create what Guthrie calls instructional coherence. For instance, “when real-world interactions are closely aligned with interesting texts, coherence is increased...When strategy instruction is linked to central knowledge goals...[or] when collaboration is merged with autonomy support, coherence rises. When teacher involvement is evident in evaluation, coherence exists. In coherent instruction, student engagement is increased..., conceptual learning from text is facilitated..., reading achievement is fostered..., and curricular integration of reading within content areas can be sustained” (Guthrie 2001). Some of the instructional conditions that lead to increased student motivation and cognitive engagement are also powerful content area literacy instructional practices (Marzano, 2001).

### ***Reading, Viewing and Listening Comprehension Instructional Strategies (includes vocabulary)***

- Incorporate explicit comprehension strategy instruction, including how to
- Summarize and generate questions, Survey, Question, Read, Recite, Review (SQ3R)
- Monitor comprehension (i.e. warm ups, discussions, Directed Reading-Thinking Activity (DRTA), Question/Answer Relationship (QAR), anticipation guides, multiple choice, graphic organizers);
- How to fix comprehension when it breaks down (re-read, context clues, meta-cognitive activities); and
- How to use the strategies effectively with all types of text
- Model thinking while comprehending
- Offer opportunities for guided practice with opportunities for feedback and student goal setting
- Have students reflect how strategies work by employing meta-cognitive questions
- Incorporate writing as a tool for keeping track of comprehension (i.e. learning logs)
- Incorporate discussion as a way to process text and check for understanding (i.e. Think-Pair-Share, elbow partners, jigsaw, Socratic seminars)
- Include explicit vocabulary instruction and word learning strategies
- Provide background knowledge or the teach the knowledge necessary to understand the text (may include information or a procedure) (Marzano, 2001) (Kamil, et.al, 2008)

***Responding to Reading, Viewing or Listening (includes writing, discussion, and collaboration, presentations)***

- Incorporate extended discussion of text meaning and interpretation (IES 2001, 7)
- Include formal/informal writing assignments appropriate for a wide range of audiences
- Include student-led or teacher directed investigation of related or parallel topics, using technological tools if appropriate
- Provide opportunities for students to collaboratively and individually:
- Synthesize ideas from multiple sources
- Apply knowledge to real world problems
- Evaluate or critique the effectiveness, craft or structure of multiple texts
- Create original works in multiple formats

***Writing Strategies (includes research, knowledge of conventions and language, collaboration)***

*“No single approach to writing instruction will meet the needs of all students” (Writing Next, 19); thus, multiple methods need to be utilized to help students be prepared for the world beyond grade 12.*

Process Writing and Peer Response

- Brainstorming/prewriting
- Multiple drafts
- Individual and peer editing/critiquing
- Reflection on one’s own work.

Collaborative Writing

In collaborative writing, adolescents work together (pairs/trios) to:

- Plan
- Draft
- Revise
- Edit/peer critique (giving and receiving immediate feedback on language)
- Publish a final copy (often at a higher quality than if produced individually) (Graham & Perin, 2010 p.16; Storch, 2005, p. 168)

It is important that students are made aware of the ways in which collaboration differs in classroom and professional contexts (Bremner, 2010).

### Specific Product Goals

Chunking the writing task into accomplishable components and setting goals for the end product helps students to organize their thoughts and make writing more manageable. To assist younger or low achieving writers, teachers can:

- Provide the rhetorical parameters for the writing piece (audience, purpose, form requirements, etc)
- Provide specific product descriptions or qualities (checklists, rubrics)
- Break up the task to provide feedback or check points so that the task is not overwhelming and corrections can be made before the final copy is completed
- Provide and review models/exemplars

For older students or mature writers, teachers should help students to

- Break up the task into manageable sections (time management, resource availability, etc.)
- Set rhetorical parameters for their own writing (which audience, what format, what mode, what information works best, etc.)
- Create the rubric for evaluating the final product

### Word Processing and Composing in Multiple Environments

According to the *Framework for Success in Post Secondary Writing* (2011), students and adults often compose electronically and will continue to do so with whatever technologies appear in the future.

Teachers can assist students by:

- Having them use a variety of technologies including pen & paper
- Having struggling writers compose, revise and edit using electronic technologies
- Having them practice selecting information responsibly (use citations, etc.) from electronic resources
- Using technology strategically and purposefully to improve their writing for a particular audience.
- Evaluate the effect of using different technologies for different audiences or purposes (Graham & Perin, 2010, p. 17)

### Sentence Combining and Grammar

Knowledge of language (usage, grammar, syntax, conventions) is best taught in context of real writing such as:

- Short daily instruction in grammar and mechanics within writer's workshop;
- Using high-quality mentor texts to teach grammar and mechanics in context;
- Visual scaffolds, including wall charts, and visual cues that can be pasted into writer's notebooks;
- Regular, short routines, like “express-lane edits,” that help students spot and correct errors automatically (Anderson, 2007).

### Inquiry Activities

Inquiry means engaging students in activities that help them develop ideas and content for a particular writing task by:

- Analyzing immediate, concrete data (comparing and contrasting cases or collecting and evaluating evidence (Graham & Perin, 2007)
- Systems analysis (e.g. governments, ecosystems, biomes)
- Problem solving
- Historical investigation
- Invention (e.g. students will utilize methods of hypothesis to create and invent new forms of exercise, use of technology, and experimentation)
- Experimental inquiry

Inquiry activities are cross-curricular and build on prior knowledge; thus, “the process of explaining their thinking helps students deepen their understanding of the [subject area] principles they are applying” (Marzano, 2001, p.105) while simultaneously improving their writing skills.

### Formal Research

Teachers need to incorporate short or more sustained formal research assignments/projects that require students to do the following:

- Narrow or broaden a topic using research strategies (Boolean logic, search terms)
- Gather relevant information from multiple print and digital sources
- Formulate and develop a thesis
- Assess the credibility and accuracy of each source
- Draw evidence from literary or informational texts to support analysis, reflection, and research
- Synthesize and integrate the information while avoiding plagiarism or other ethical missteps
- Share knowledge in an appropriate format

### Rhetorical Awareness

Teachers can help writers develop rhetorical awareness by providing opportunities and guidance for students to:

- Identify and practice key rhetorical concepts such as audience, purpose, context, and genre through writing and analysis of a variety of types of texts (nonfiction, informational, imaginative, printed, visual, spatial, auditory, and otherwise);
- Write and analyze a variety of types of texts to identify the audiences and purposes for which they are intended
- Determine the key choices of content, organization, evidence, and language use made by their author(s),
- Determine the relationships among these key choices and the ways that the text(s) appeal or speak to different audiences;
- Write for different audiences, purposes, and contexts;

- Contribute, through writing, their own ideas and opinions about a topic to an ongoing conversation (written conversations, blogs, social media, etc.)

### ***Speaking and Presenting***

Teachers must utilize pedagogy that allows students to:

- Learn to work together,
- Express and listen carefully to ideas
- Integrate information from oral, visual, quantitative, and media sources
- Evaluate what they hear
- Use media and visual displays strategically to help achieve communicative purposes
- Adapt speech to context and task (Arizona's English Language Arts Standards)

## Section III- Common Structural Components

### Leadership

Strong instructional leadership at the superintendent, director, principal, coach and literacy leadership team level provides a structure for the implementation of Arizona's State Literacy Plan. The State Literacy Plan is a clear set of blueprints for supporting successful language and literacy acquisition for all of Arizona's children and youth. Instructional leaders rely on the unshakeable foundation of evidence based literacy and brain research, instructional methods, and strategies to guide instructional decisions and practice. The improvement of student learning and literacy achievement for all students, including English learners and students with special and diverse learning needs, requires data driven decision making and is the shared responsibility of building leadership and a strong literacy leadership team. Shared leadership promotes collaboration as adults engage in discussions related to instruction and learning, and model the importance of setting goals for learners.

To become an instructional leader, priorities must be shifted from day to day operations to effective teaching and learning in classrooms. Although managerial and political roles will always constitute an important part of an administrator's daily routine, improving student outcomes must become the number one priority. A deep knowledge of curricula, assessment, data analysis, and a strong sense of urgency enable leadership to feel more comfortable visiting classrooms, observing standards based instruction, focusing on students and their learning, providing coaching feedback, and participating in data based decision making. Such decision making drives grouping, instructional planning, the delivery of targeted instruction and intervention to address students' instructional needs, and monitoring the progress toward grade level standards and benchmarks (Leithwood, Seashore-Louis, Anderson, and Wahlstrom, 2004).

The following chart describes roles and responsibilities for key participants within a leadership team.

### Differentiating Leadership Team Roles and Responsibility

District	Principal	Coach
<ul style="list-style-type: none"> <li>• Communicates the goals of to the school, parents, and the community.</li> <li>• Communicates the plan for improving literacy instruction, including ongoing professional development through coaching, classroom visits, and assessment analysis.</li> <li>• Ensures that each school focuses on student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>• Communicates and actively supports the district/school plan, including making presentations at school and community meetings.</li> <li>• Fosters a clear distinction between the role of the coach and the principal (e.g., helps teachers understand the nonsupervisory nature of the coach’s position).</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules grade-level team meetings (recommended one per week) for problem- solving, data collection and review, sharing instructional practices, and determining teachers’ needs for professional development and instructional materials.</li> <li>• Maintains teacher–coach confidentiality to foster trust and credibility.</li> </ul>

District	Principal	Coach
<ul style="list-style-type: none"> <li>Coordinates professional development efforts, including federal, state, and local sessions.</li> <li>Identifies standards-based instructional reading programs, interventions, and supplementary materials.</li> <li>Manages data to inform decision making at the district, school, and classroom levels. <ul style="list-style-type: none"> <li>Manages a collaborative decision making process for using assessment data to make adjustments and modifications to existing programs and practices.</li> </ul> </li> <li>Meets regularly with school instructional leadership teams to ensure fidelity of implementation of the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Keeps the focus on student achievement.</li> <li>Collects assessment data and uses the results to make instructional decisions.</li> <li>Reviews assessment data in reading for each grade level and class.</li> <li>Uses assessment data to assist teachers in revising instruction, grouping, and identifying students for intervention. <ul style="list-style-type: none"> <li>Meets with grade-level teams and individual teachers to establish instructional plans for students who are at risk.</li> </ul> </li> <li>Sets expectations for implementing the selected programs and materials, including pacing and assessment.</li> <li>Works with the coach and other members of the leadership team to support classroom implementation of scientifically based literacy instruction and practices and to coordinate staff development opportunities both during and after school hours.</li> <li>Ensures that state standards or benchmarks are the instructional focus for planning and delivering reading instruction.</li> <li>Meets with specialist staff to full inclusion of all students in the program.</li> </ul>	<ul style="list-style-type: none"> <li>Uses assessment data to assist teachers in revising instruction, grouping, and identifying students for intervention.</li> <li>Ensures that grade-level teams have opportunities to review current student assessment data, problem- solve, and discuss different classroom experiences with administrators.</li> <li>Expects and reinforces high-quality effective literacy instructional practices.</li> <li>Is persistent and patient as teachers implement new instructional strategies.</li> <li>Co-teaches and offers assistance, when needed.</li> <li>Facilitates teacher mentoring by pairing teachers who are proficient with specific practices or skills with others who are still developing them.</li> <li>Assists the principal in working with specialists to include all students.</li> <li>Assists in coordinating and implementing instructional time requirements, pacing, and assessment schedules</li> <li>Attends professional development sessions and meetings to stay abreast of current reading issues.</li> </ul>

District	Principal	Coach
	<ul style="list-style-type: none"> <li>• Learns about effective literacy instruction, and improving leadership skills.</li> <li>• Participates in on-site professional development sessions with teachers and staff.</li> <li>• Initiates arrangements for professional development and necessary training materials/ supplies.</li> <li>• Takes part in the selection and evaluation of effective literacy instructional materials and programs.</li> <li>• Is involved in the monitoring of effective literacy instructional materials and programs (e.g., content and delivery).</li> <li>• Oversees and organizes arrangements for program and material acquisition, delivery, and maintenance.</li> <li>• Coordinates the implementation of the assessment system, including the data management and reporting system and analysis/ interpretation of data to inform decision-making at the school and classroom levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinates and provides on-site professional development sessions.</li> <li>• Conducts classroom observations and demonstrations to help teachers transfer effective literacy instructional practices learned in professional development sessions to classroom practice. <ul style="list-style-type: none"> <li>• Coordinates and monitors delivery of needed materials.</li> </ul> </li> <li>• Provides guidance in selecting purposeful activities that are clearly aligned with the research and grade-level goals.</li> <li>• Guides teachers in the use of screening, diagnosis, progress monitoring, and outcome assessments.</li> <li>• Meets regularly with the principal to review student assessment data and review progress toward grade level and school-wide goals.</li> <li>• Assists with developing an implementation schedule and classroom schedule.</li> <li>• Meets regularly with the principal and other members of the leadership team to coordinate support, share progress, and address areas of concern.</li> </ul>

## Direct Explicit Systematic Instruction

**Systematic instruction** is instruction that follows a carefully designed plan of instructional steps. It is planned, purposeful, and sequenced. Systematic instruction provides students with extensive teacher support during the early stages of learning. Adults working with children birth to five often refer to this as “intentional teaching”.

**Explicit instruction** is instruction that is concrete and visible. The teacher explains new concepts and strategies in clear and concise language. Explicit instruction involves modeling and explaining concepts and skills using many examples. Teachers provide a high level of support as students practice and apply newly learned concepts and skills. Teachers of young children (birth through kindergarten), must also be explicit in creating their learning environment to reflect quality best practices.

**Scaffolding** refers to instructional techniques that support students’ learning. Scaffolding can be provided through teachers’ use of language, instructional materials, tasks, and grouping formats. The goal of scaffolding is to adjust and extend instruction so students are able to develop new concepts and skills. As students become more proficient, support is gradually withdrawn.

**Maximizing student engagement** refers to designing instruction so all students participate in learning activities that have academic value. It involves increasing every student’s opportunity to interact and respond to instruction (e.g., response boards, choral responses). Maximizing student engagement also minimizes activities that do not reinforce and extend student learning. For early learning programs (including kindergarten) the use of learning centers is essential in maximizing student engagement.

### How is systematic and explicit instruction delivered?

Systematic and explicit instruction supports student learning by presenting new material in small steps, with ample practice opportunities. This type of instruction requires careful attention to lesson design and instructional delivery. For early learning programs (birth through kindergarten) this includes environmental considerations.

Systematic and explicit lessons include the following phases: orientation/review, presentation, guided practice, and independent practice. Early learning programs (birth through kindergarten) will also provide practice through the use of intentionally planned learning centers.

### ORIENTATION/REVIEW

During the orientation/review phase of the lesson, teachers state the learning objectives in clear and understandable language. This phase involves:

- Explaining procedures.
- Activating students’ prior knowledge and helping students make connections to information they have already learned.
- Regularly reviewing previously taught concepts and skills.
- Re-teaching when necessary.
- Ensuring students have the prerequisite (required) knowledge and skills to learn new concepts and skills presented in a lesson.

## **PRESENTATION**

During the presentation phase of the lesson, teachers explain the targeted concept and/or skill and provide scaffolded instruction. Key features of this phase include:

- Presenting material in small steps so students can learn each step one at a time.
- Modeling with explanation.
- Giving many examples and non-examples, when appropriate, of the concept, skill, or strategy the students are learning.
- Staying focused on the objective.
- Pacing instruction to maximize student engagement in the learning process.
- Monitoring students' understanding and clarifying important steps or ideas.
- Leading students through each step, providing corrective feedback and reinforcement.

## **GUIDED PRACTICE**

During guided practice, teachers closely monitor as students practice new concepts and/or skills on their own. Teachers continue to provide immediate positive reinforcement and corrective feedback. Corrective feedback prompts students to find and correct errors early in the learning process. Guided practice should occur immediately after new concepts and skills are presented. It needs to continue frequently until students achieve 85 to 90% accuracy. Struggling learners generally require many practice opportunities to achieve 85 to 90% accuracy with a new concept or skill.

Research indicates that more frequent intense, highly engaging practice opportunities are more effective than fewer, longer practice sessions. For example, 5- to 10-minute practice sessions distributed or interspersed over a series of days are more effective than long 30-to-40 minute sessions.

Children participating in early learning programs will often have guided practice opportunities in smaller groups and on an individual basis during the time that students are utilizing their learning centers. Utilization of learning centers allows early educators to model, scaffold, and observe skills while students are participating in child centered learning time.

## **INDEPENDENT PRACTICE**

When students achieve accuracy during guided practice, they are ready to independently practice and apply newly learned concepts and skills during reading and writing. During independent practice, teachers continue to provide support and help students integrate new knowledge and skills with previous learning. Teachers also monitor students' progress during this phase. Progress monitoring helps teachers determine if students are maintaining new concepts and skills. Independent practice sessions promote automaticity and generalization of knowledge and skills to different contexts. For example, students learn to apply reading and writing skills in social studies, science, and math.

Children participating in early learning programs will often have independent practice opportunities within learning centers. Utilization of learning centers allows early educators to observe skills and

progress monitor while students are participating in child centered learning time.

## SUMMARY OF DELIVERING SYSTEMATIC AND EXPLICIT INSTRUCTION

- **Orientation/Review:** Teachers present learning objectives, explain procedures, activate prior knowledge, review, and ensure students have the necessary prerequisite skills.
- **Presentation:** Teachers present a new concept or skill, model/demonstrate it using visual, concrete examples, and lead students through a highly structured step-by-step practice.
- **Guided Practice:** Teachers monitor students as they practice; teachers correct errors and misconceptions and re-teach when necessary.
- **Independent Practice:** Students practice on their own; teachers provide multiple practice sessions, help students integrate new concepts and skills as they read and write, while monitoring their progress.

## Text Complexity

### Reading

One of the key requirements of Arizona’s English Language Arts Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete 12<sup>th</sup> grade, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in adult life. In brief, while reading demands in college, workforce training programs, and life in general have held steady or increased over the last half century, K–12 texts have actually declined in sophistication, and relatively little attention has been paid to students’ ability to read complex texts independently. These conditions have left a serious gap between many high school seniors’ reading ability and the reading requirements they will face after graduation.

### Why Text Complexity Matters

In 2006, ACT, Inc., released a report called *Reading Between the Lines* that showed which skills differentiated those students who equaled or exceeded the benchmark score (21 out of 36) in the reading section of the ACT college admissions test from those who did not. Prior ACT research had shown that students achieving the benchmark score or better in reading—which only about half (51 percent) of the roughly half million test takers in the 2004–2005 academic year had done—had a high probability (75 percent chance) of earning a C or better in an introductory, credit-bearing course in U.S. history or psychology (two common reading-intensive courses taken by first-year college students) and a 50 percent chance of earning a B or better in such a course.

Surprisingly, what chiefly distinguished the performance of those students who had earned the benchmark score or better from those who had not was not their relative ability in making inferences while reading or answering questions related to particular cognitive processes, such as determining main ideas or determining the meaning of words and phrases in context. Instead, the clearest

differentiator was students' ability to answer questions associated with complex texts. Students scoring below benchmark performed no better than chance (25 percent correct) on four-option multiple-choice questions pertaining to passages rated as "complex" on a three-point qualitative rubric described in the report. These findings held for male and female students, students from all racial/ethnic groups, and students from families with widely varying incomes. The most important implication of this study was that pedagogy focused only on "higher-order" or "critical" thinking was insufficient to ensure that students were ready for college, the workforce, and/or the military: what students could read, in terms of its complexity, was at least as important as what they could do with what they read. The ACT report is one part of an extensive body of research attesting to the importance of text complexity in reading achievement.

### **The Standards' Approach to Text Complexity**

To help redress the situation described above, the Standards define a three-part model for determining how easy or difficult a particular text is to read as well as grade-by-grade specifications for increasing text complexity in successive years of schooling (Reading standard 10). These are to be used together with grade-specific standards that require increasing sophistication in students' reading comprehension ability (Reading standards 1–9). The Standards thus approach the intertwined issues of what and how student read.

**Three Part Model of Text Complexity:** The Arizona English Language Arts Standards use a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of text.



- 1) **Qualitative dimensions of text complexity.** In the Standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.
- 2) **Quantitative dimensions of text complexity.** The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

- 3) **Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to particular readers (such as motivation, knowledge, and experiences) and to particular tasks (such as purpose and the complexity of the task assigned and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Reader and Task considerations require professional judgment based on:

- The teacher's knowledge of students as readers
- The teacher's understanding of text complexity
- The teacher's ability to use instructional supports/scaffolds
- The teacher's consideration of matching the text to the task the students are expected to complete.

### ***Qualitative Measures***

Qualitative measures serve as a necessary complement to quantitative measures, which cannot capture all of the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text. Below are brief descriptions of the different qualitative dimensions:

1. **Structure.** Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts might if they are conforming to the norms and conventions of a specific discipline or if they contain a variety of structures (as an academic textbook or history book might). Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics that provide an independent source of information and are essential to understanding a text. (Note that many books for the youngest students rely heavily on graphics to convey meaning and are an exception to the above generalization.)

2. **Language Conventionality and Clarity.** Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain-specific vocabulary).

**3. Knowledge Demands.** Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

**4. Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

### ***Quantitative Dimension***

The quantitative dimension of text complexity refers to those aspects—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. These factors are more efficiently measured by computer programs.

Choosing a valid text-analyzer tool from second grade through high school will provide a scale by which to rate text complexity over a student's career, culminating in levels that match the level of mastery required for college, the workforce, and/or the military.

### ***Reader and Task Considerations and the Role of Teachers***

While the quantitative and qualitative measures focus on the inherent complexity of the text, they are balanced in the Arizona English Language Arts standards by the expectation that educators will employ professional judgment to match texts to particular tasks or classes of students. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, who are often willing to put in the extra effort required to read harder texts that tell a story or contain complex information. Students who have a great deal of interest or motivation in the content are also likely to handle more complex texts.

### ***Key Considerations in Implementing Text Complexity***

The tools for measuring text complexity are at once useful and imperfect. Each of the tools described above—quantitative and qualitative—has its limitations, and none is completely accurate. The question remains as to how to best integrate quantitative measures with qualitative measures when locating texts at a grade level. The fact that the quantitative measures operate in bands rather than specific grades gives room for both qualitative and quantitative factors to work in concert when situating texts. The following recommendations that play to the strengths of each type of tool—quantitative and qualitative—are offered as guidance in selecting and placing texts:

- 1) It is recommended that quantitative measures be used to locate a text within a grade band because they measure dimensions of text complexity—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. In high stakes settings, it is recommended that two or more quantitative measures be used to locate a text within a grade band for a

most reliable indicator that text falls within the complexity range for that band.

- 2) It is further recommended that qualitative measures be used to then locate a text in a specific grade. Qualitative measures are neither grade nor grade band specific.. Once a text is located within a band with quantitative measures, they can be used to measure other important aspects of texts—such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands—to further locate a text at the high or low end of the band or to a specific grade. For example, one of the quantitative measures could be used to determine that a text falls within the grades 6-8 band level, and qualitative measures could then be used to determine whether the text is best placed in grade 6, 7, or 8.
- 3) There will be exceptions to using quantitative measures to identify the grade band; sometimes qualitative considerations will trump quantitative measures in identifying the grade band of a text, particularly with narrative fiction in later grades. Research showed more disagreement among the quantitative measures when applied to narrative fiction in higher complexity bands than with informational text or texts in lower grade bands. Given this, preference should sometimes be given to qualitative measures when evaluating narrative fiction intended for students in grade 6 and above. For example, some widely used quantitative measures rate the Pulitzer Prize-winning novel *Grapes of Wrath* as appropriate for grades 2–3. This counterintuitive result emerges because works such as *Grapes* often express complex ideas or mature themes in relatively commonplace language (familiar words and simple syntax), especially in the form of dialogue that mimics everyday speech. Such quantitative exceptions for narrative fiction should be carefully considered, and exceptions should be rarely exercised with other kinds of text. It is critical that in every ELA classroom students have adequate practice with literary non-fiction that falls within the quantitative band for that grade level. To maintain overall comparability in expectations and exposure for students, the overwhelming majority of texts that students read in a given year should fall within the quantitative range for that band.
- 4) Certain measures are less valid or not applicable for certain kinds of texts. Until such time as quantitative tools for capturing the difficulty of poetry and drama are developed, determining whether a poem or play is appropriately complex for a given grade or grade band will necessarily be a matter of qualitative assessment meshed with reader-task considerations. Furthermore, texts for kindergarten and grade 1 are still resistant to quantitative analysis, as they often contain difficult-to assess features designed to aid early readers in acquiring written language.

### ***The Standards' Grade-Specific Text Complexity Demands***

As illustrated in figure 4, text complexity in the Arizona English Language Arts Standards is defined at each grade level in standards RL.10 and RI.10. These standards call for students to independently and proficiently read texts in a text complexity range determined by qualitative and quantitative measures

appropriate to each grade level. These standards reinforce the expectation that students are reading increasingly complex texts within and across grade levels.

Figure 4: The Progression of Reading Standard 10 (RL.10 and RI.10)<sup>2</sup>

Grade(s)	Reading Literature and Reading Informational Text Standard 10
K	<p>RL.10 - With prompting and support, actively engage in group reading activities with purpose and understanding.</p> <p>RI.10 - With prompting and support, actively engage in group reading activities with purpose and understanding.</p>
1	<p>RL.10 - With prompting and support, read stories, drama, and poetry of appropriate complexity for grade 1.</p> <p>RI.10 - With prompting and support, read informational texts, including functional texts, history/social studies, science, and technical texts, appropriately complex for</p>
2	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 2.</p>
3	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures</p>
4	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.</p>

<sup>2</sup> Information on Text Complexity retrieved from the 2016 Arizona English Language Arts Standards.

5	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.</p>
6	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6.</p>
7	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 7.</p>
8	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p> <p>RI.10 - By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 8.</p>
9-10	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 9.</p> <p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.</p>

11-12	<p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 11.</p> <p>RL.10 - By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 12.</p>
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## Assessment and Data Based Decisions

### Assessment and Data Based Decisions from Birth-5

The ADE Early Childhood Education Unit has adapted the National Association for the Education of Young Children's definition of on-going progress assessment.

Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information (McAfee, Leong, & Bodrova, 2004).

Effective child assessment is not based on a single measure or incident. In more formalized Early Childhood Education Programs, a Comprehensive Assessment System for Young Children Birth to Five is being implemented in Arizona. Assessing students' early literacy development is key to ensuring increased school readiness and alignment with Kindergarten

In educational programs throughout the state, assessment is used to monitor a child's development and learning, guide planning and decision making, identify children who might benefit from special services or additional assistance, and report to and communicate with others.

In Arizona, a formative assessment system is used to give the adult information about each child or a group of children. Through the various assessments in the system, a teacher is able to get to know the strengths and needs of each child in the classroom and/or group and is able to utilize the information to guide their instruction and the decision making process. Children benefit from use of the formative assessment process because adults use what they learn from assessment to adapt instruction, experiences, and activities.

The Arizona Board of Education approved a single assessment instrument for early childhood ongoing progress monitoring (Teaching Strategies Gold) to assess students Birth through Kindergarten who participate in more formalized preschool experiences. It is the intention of Arizona to use this single assessment to unify the field of early childhood in a single common assessment that can be used in a variety of settings. The early childhood assessment system is designed for all Arizona's children including English learners, children with special needs, and children from diverse cultural backgrounds.

Families, care givers, and teachers are collecting information about children every day through a variety of methods. A variety of assessments may be used throughout the life of a child for varied purposes. As part of the Early Childhood Assessment System, family, caregiver and teacher observations and anecdotal notes are a seminal piece of formalizing and documenting the data about a student. Formative assessment data will be collected during instruction time and summative assessment data will be collected periodically throughout the year. Both levels of data will be analyzed and used as a matter of best practice. Data will be collected and analyzed on a more frequent basis during the implementation of interventions to monitor progress and inform instruction. As part of a quality assessment system, the Arizona Literacy plan recognizes the importance of parent observation and input as a critical piece of assessment and data collection.

### **Assessment & Data-based Decisions K-12**

The purpose of assessment is to inform instruction and monitor student learning and progress. Assessment measures and supports students' attainment of the Arizona Standards by providing data to inform improvement at all levels of the educational system. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs. Educators in particular need a range of assessment methods and practices to monitor their students' progress toward grade level learning goals (Arizona Department of Education Assessment Framework, 2017).

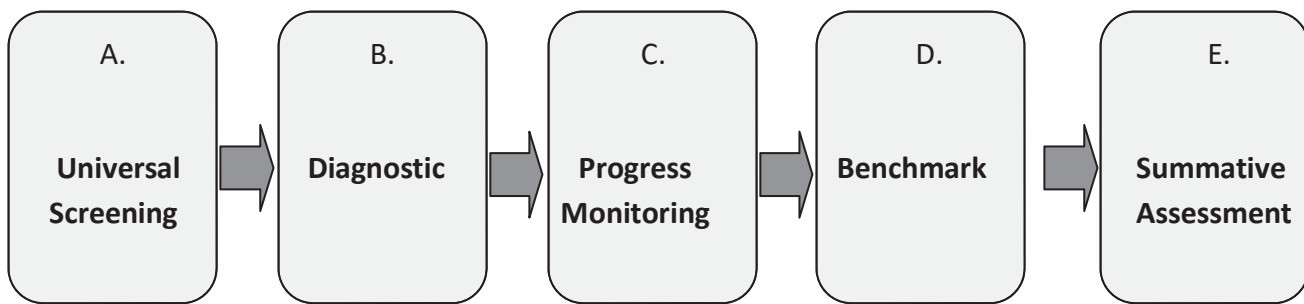
Evidence-based research studies in education continue to acknowledge the value of frequently assessing students' reading progress to prevent the downward spiral of reading failure. The probability of remaining a poor reader at the end of fourth grade, given a child was a poor reader at the end of first grade, is 88% (Juel, 1988). Therefore, valid and reliable assessment data is the key to providing early identification for intervention and to plan for meeting the needs of all students identified at various levels of performance.

Arizona's Move On When Reading legislation (A.R.S. 15-701, A.R.S.15-701, and A.R.S. 15-211) requires all students with K-3 students to assess those students using universal screeners, progress monitoring tools, benchmark assessments, and summative assessments to identify students who are at risk of reading below grade level as early as possible. Once these students have been identified, schools are required to use their literacy assessment data to provide specific, targeted intervention to help support the students' literacy needs. Third grade students who fail to meet the MOWR cut score on the reading portion of the AzMERIT exam are not promoted to the fourth grade and must continue to receive targeted intervention as defined by the legislation ([www.azed.gov/MOWR](http://www.azed.gov/MOWR)).

Assessment serves many purposes and a variety of assessments help to continually inform and improve instruction for all students. Assessment provides the necessary information to make decisions regarding effectiveness of instruction as well as allocation of resources to support student learning. Assessment can take many forms; including a survey of *all* students to determine who is at risk; or a diagnostic assessment to determine specific individual needs of a particular student.

Each district must establish a system of assessment and monitoring, utilizing valid and reliable assessments. Data gathered from multiple sources will identify at-risk students, including English learners and Special Education students, as early as possible.

The assessment system must be made up of the following four types of assessment, as defined by the AZ State Board of Education (please see Supporting Documents at the end of the State Literacy Plan):



*A. Universal Screening:* Brief assessments that focus on critical reading skills strongly predictive of future reading growth and development, which must be conducted with all children at the beginning of the school year (within the first four weeks of the school year).. This is necessary to identify children likely to need extra or alternative forms of instruction. These assessments are conducted at the student's designated grade level. At the elementary level, students should be screened at least three times a year. At the secondary level, screening may refer to a review of existing student data, such as performance on state assessments, oral reading fluency probes, maze, or other brief assessments designed to indicate overall literacy level. As the name implies, screening is to sift students to accurately identify those students who are at risk for being unsuccessful. Examples of universal screening or benchmark assessments would be PSF (phonemic segmentation fluency), NWF (nonsense word fluency), ORF (oral reading fluency), MAZE/DAZE (cloze procedure fluency).

*B. Diagnostic assessment:* An assessment that is given to help pinpoint instructional needs. They are conducted at any time during the school year when in-depth analysis of students' reading skills, strengths and weaknesses is needed and is indicated by student performance. Diagnostic information is gained through formal or informal measures for the purpose of determining specific deficiencies, and for the planning of specific targeted instruction. Examples of diagnostic assessments would include: phonological awareness screeners, phonics screeners, a spelling inventory, or an assessment of oral reading fluency (when error analysis is performed).

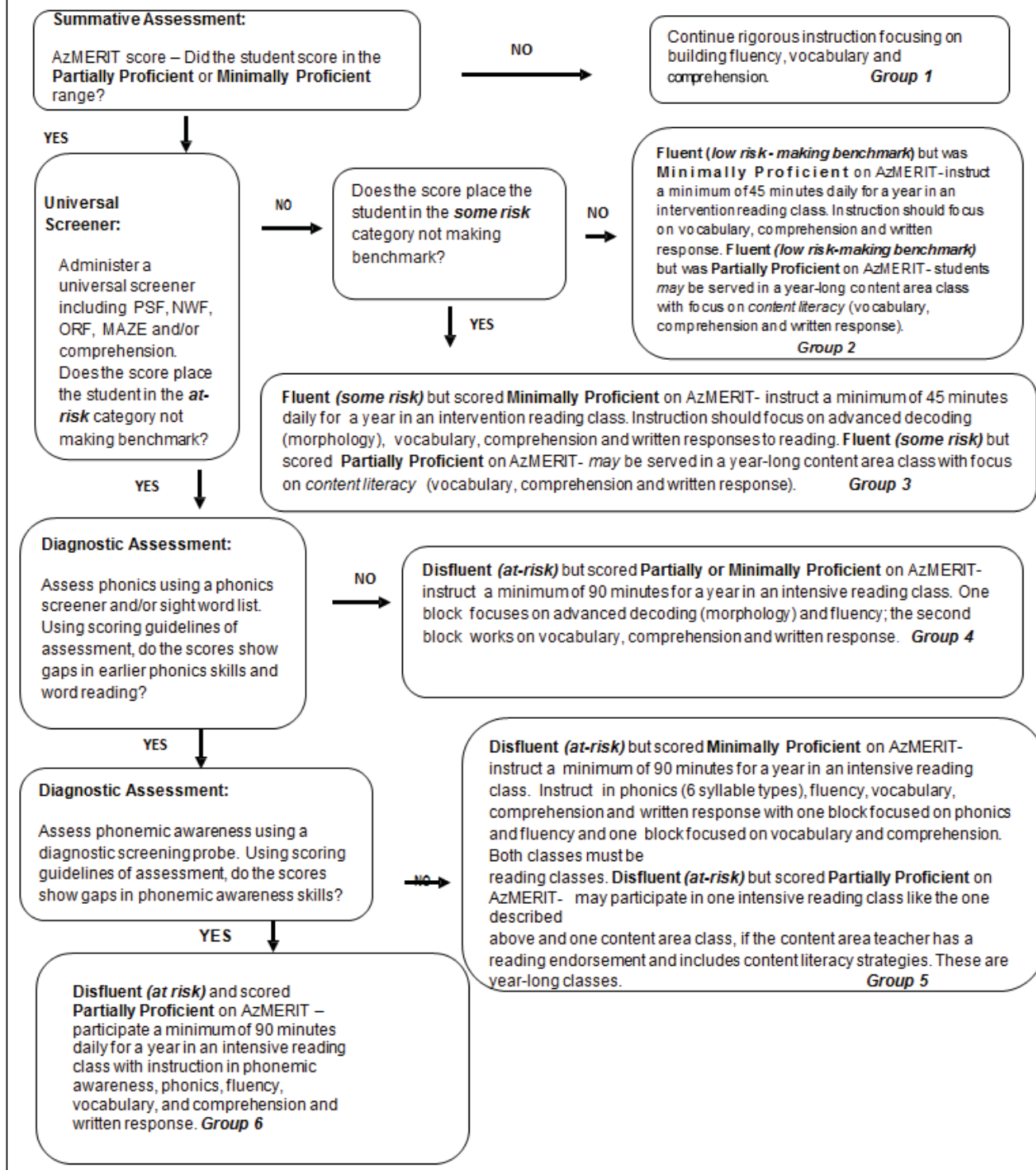
*C. Progress monitoring assessment:* A type of formative assessment conducted on an ongoing basis (i.e. weekly, monthly or quarterly) to: (a) estimate rates of reading improvement (b) identify children who are not demonstrating adequate progress and therefore require additional or different instructional

practices, and/or (c) compare the efficacy of different instructional practices to design more effective, individualized instruction for at-risk learners. One important aspect of these assessments is that they are conducted at the student's "skill level" and not at their grade level. Progress monitoring assessments are *for* learning and have a significant and direct connection to classroom instruction. "Improvement in their use has significant potential to increase the effectiveness of teaching and learning in adolescent literacy" (Black & William, 1998). Students who have been identified as at-risk and who are receiving additional support through an intervention should be progress monitored and the data frequently reviewed to be sure the student is making adequate progress. It is recommended that students receiving an additional intervention (Tier II) be monitored every two to three weeks. Students who receive an intensive intervention (Tier III) should be monitored every week. (Please see the RTI and Intervention section of this plan for further information on tiered instruction).

*D. Summative assessment:* This is another name for "high-stakes" or end-of-year or end-of-course accountability tests. These assessments usually measure reading achievement with silent passage reading and multiple choice vocabulary and comprehension questions. Summative assessments yield information at the individual, classroom, grade, school and district levels. Examples of outcome assessments are: AzMERIT, Arizona English Language Learner Assessment (AZELLA), and S.A.T. (Stanford Achievement Test).

Assessment involves feedback to students at the elementary, middle and high school levels because as learners they can take charge of their own knowledge and skill acquisition, set learning goals and monitor their own learning. At all levels, students are involved in their own reflection of learning as they monitor their progress and set learning goals through viewing, evaluating and discussing individual assessment data. The chart below serves as a graphic representation of the Assessment process.

### Who Needs Support? Flow chart



## **Data-based Decisions**

Instructional/intervention teams consisting of teachers, specialists, paraprofessionals and administrators, use timely data from all of these types of assessments to plan and implement differentiated instruction to improve student learning.

A collaborative discussion among all educators is a critical element in an effective school. It is essential that the building leader provides time and space for the teams to meet and have discussions about the assessment process, student, class and school wide data, and individual student's progress or lack of progress. The collaboration across educators, specialists, and administrators provides the kind of support and teamwork that creates a positive and meaningful working climate and supports student learning. In establishing the collaborative teams (grade-level or content specific teams), schools need to plan, organize and develop procedural guidelines, continue to evaluate effectiveness, and make adjustments as needed. Effective teams use a problem-solving process to discuss and plan for grade level, classroom and an individual student's progress. See the problem-solving model below.

The collaborative teams will use data to make a variety of instructional decisions about: materials, instructional techniques, professional development needs, school effectiveness, teacher effectiveness, an individual student's baseline academic achievement, and student progress toward becoming successful users of text. As accountability increases, school teams and administrators will be increasingly called upon to use student data to make decisions about personnel. As schools use data for making decisions, it is recommended that they use the following problem solving model:

### **Define the "problem" and analyze why it occurs**

What is the difference between current performance and expectation for minimum proficiency? Collect and analyze data about instruction, curriculum, environment, and learner. Use student records, interviews, observations, and data to assess and analyze the problem.

### **Develop an action plan**

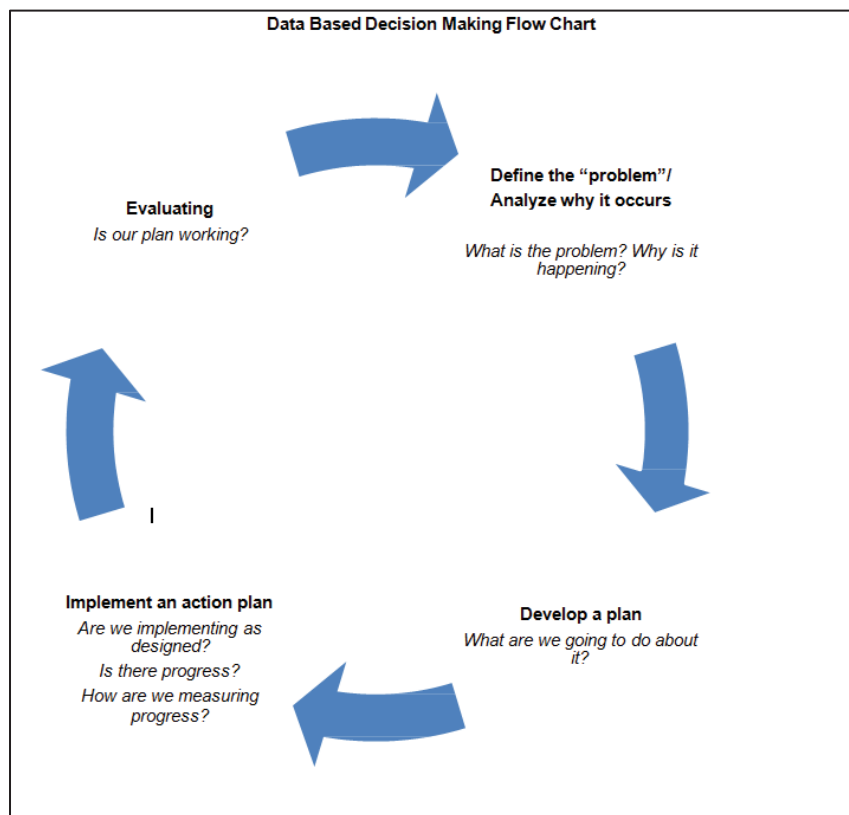
Link assessment to instruction: target the skill(s) in need of intervention. Set appropriate and ambitious learning goals. The action plan includes what type of instruction, the duration and intensity, the instructor(s), which progress monitoring instruments are used and how often progress monitoring should occur. The action plan includes keeping parents informed and involved.

### **Implement and monitor student progress and intervention fidelity**

Monitor the fidelity of the instruction. Coordinate systematic and frequent student progress monitoring and data collection. Accumulate and graph data, and report to the team, student, and parents.

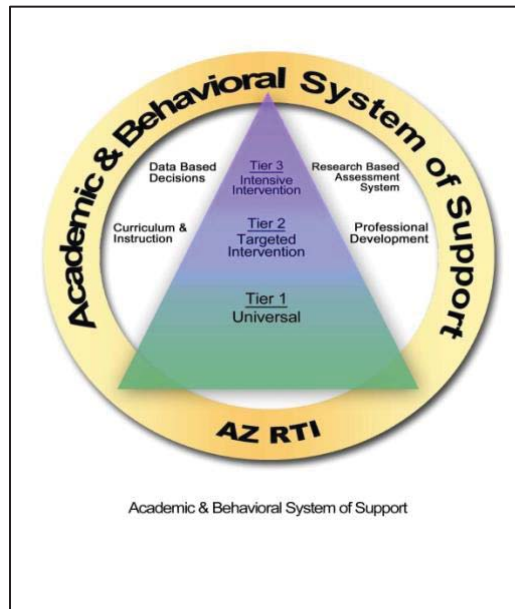
## Evaluate effectiveness

Was instruction implemented with fidelity? If so, what does the accumulated progress monitoring data indicate about learning rate and grade-level expectation? Consider each one of the alterable variables (amount of time/practice of instruction, program efficacy, professional development or size of group). Please see the Alterable Variables Chart in the Supporting Documents section of this plan.

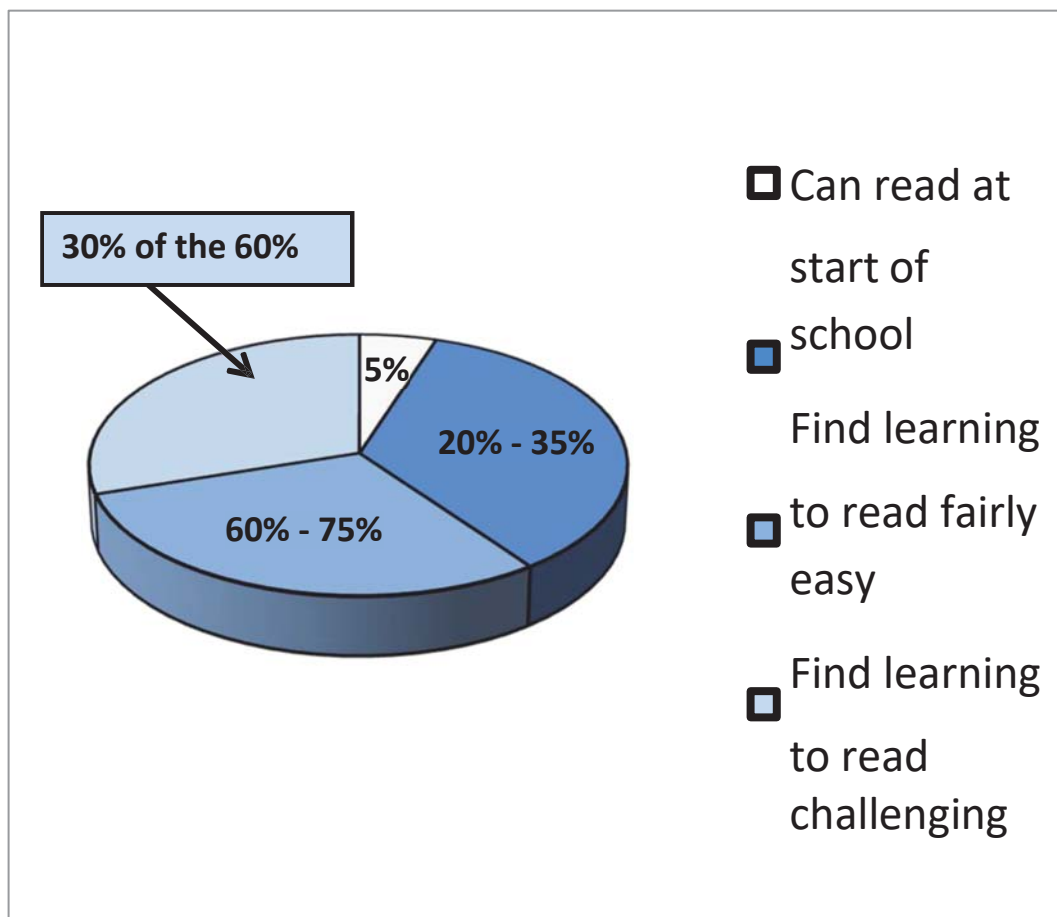


## RTI and Intervention

Response to Intervention (RTI) provides a process through which all students have an opportunity to achieve success. The RTI framework is a multi-tiered system of support that identifies struggling students early and provides differentiated, effective instruction that is both explicit and systematic. Students are then measured on how well they are learning (progressing towards goals) and finally, adjustments are made when needed to help accelerate the learning.



Five percent of students who enter school will be successful regardless of socio-economic levels and the instruction or lack of instruction received. These students come prepared with the background knowledge and understanding of our language structures for literacy success. Another 20-35% will find the acquisition of reading skills to be relatively easy to learn. They will just need more opportunity to practice. The remaining 60% - 75% of students are potentially at risk and require explicit instruction. Half of that 60% will face extreme challenges with learning to read. This 30% will require targeted, explicit instruction that extends beyond regular instruction and into intensive interventions.



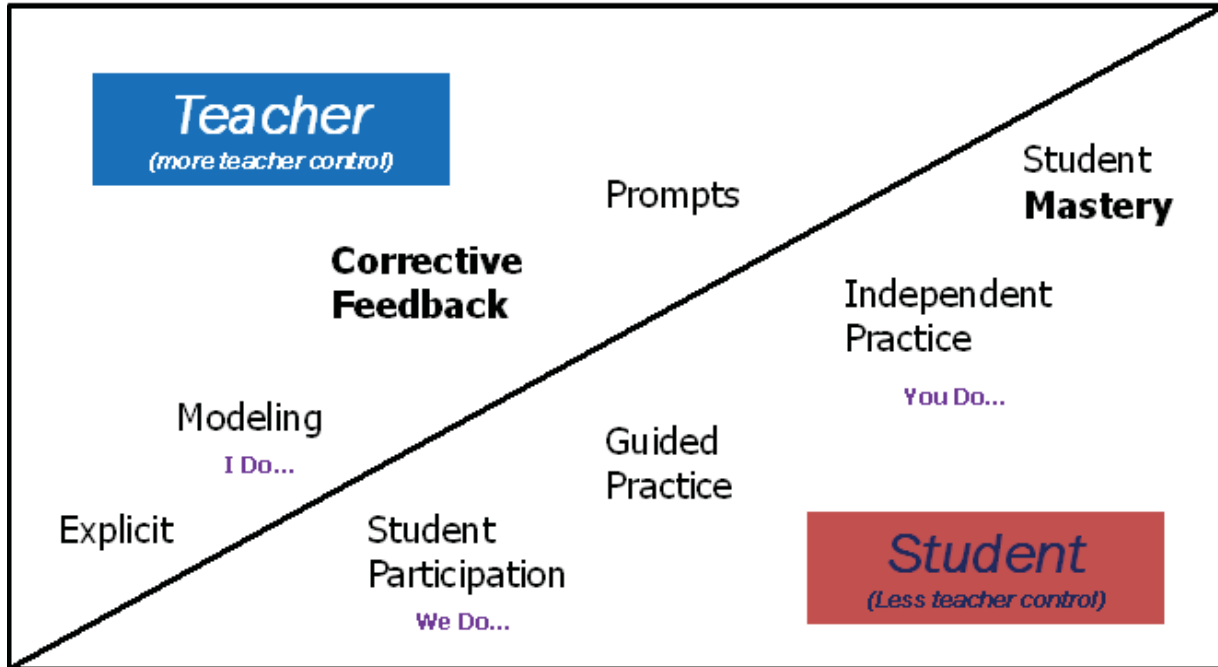
Starting Out Right - Tina Pelletier (tina@pelletierconsulting.net)  
 Kansas MTSS Symposium - Wichita September 5, 2008

RTI is a framework that uses data to identify specific needs of “at-risk” students and provides high quality instruction and intervention matched to student needs, including English Language Learners, Special Education, and other special populations. The dual challenge of teaching struggling readers is to improve reading proficiency while meeting the demands of content learning. The goal of literacy intervention for these students is to accelerate their reading growth. The interventions then must be targeted and effective enough to substantially increase a student’s rate of growth in reading and close student’s achievement gaps.

While core instruction should be aligned with Arizona’s English Language Arts Standards, intervention instruction may need to address earlier language and reading skill deficit to meet individual student needs. Intervention instruction needs to be on a continuum (easiest to more challenging) moving from what a student knows toward what they need to know (scaffolding instruction).

# Knowledge & Skills

“scaffolding”



The RTI framework provides a system that incorporates instruction, assessment and interventions to assist schools in identify struggling students early, provide appropriate instruction and interventions while increasing the likelihood of success. Through the focus on alignment of general classroom instruction, progress monitoring, and evidence-based interventions, RTI can help schools work more efficiently and effectively in addressing the needs of **all** learners. Rate of progress over time is used to make important educational decisions, including possible determination of eligibility for specific learning disability (SLD). Although the instruction and interventions encompassed within the RTI framework may involve many different levels of intensity and individualization, they are usually considered to fall within three broad supports or tiers:

**Tier 1 (Universal instruction)** – is comprised of three elements: 1) an evidence-based core reading program or curriculum, 2) screening and benchmark testing at least three times a year to ensure that solid progress continues, and 3) ongoing, job-embedded, evidence-based professional development to provide teachers with the necessary tools to ensure every student receives quality reading instruction. Tier I instruction for secondary student should include content literacy strategies that assist struggling students in accessing challenging texts.

**Tier 2 (Targeted Instruction)** - includes Tier 1 instruction and an additional small group intervention to accelerate the progress and ensure that no one slips further behind. This small group intervention should: a) target the student's specific area of struggle with literacy as revealed by data, b) be implementable with a group of 6 or fewer students, three to five times each week for approximately 20–40 minutes, c) build skills gradually with high student-teacher interaction, frequent opportunities to practice the specific skill and opportunities to receive feedback, and d) include on-going progress monitoring and diagnostic assessments that will provide information on the student's performance.

Tier 2 targeted instruction should be direct and explicit, using intervention strategies that are proven to be effective. Instruction may or may not take place in the Reading, Language Arts or English classroom and may continue for one quarter, a semester or as long as there is a learning gap.

**Tier 3 (Intensive Instruction)** - consists of specific intensive intervention and explicit instruction. This may or may not be Special Education services. The instruction and remediation needed to support students at this level must increase in intensity and duration to substantially affect student's rate of growth in reading. Some students may need Tier 1, Tier 2 and Tier 3 instruction to make sufficient progress. Students at this level should a) have an individual education plan that has set goals/targets, receive intensive direct, explicit systematic instruction, c) monitoring and evaluating progress towards goals weekly, and d) adjusting instruction when progress is unsatisfactory.

The charts on the following pages have been adapted from the Washington State Literacy Plan, 1999 and have several features that distinguish the various tiers such as:

- Size of the instructional group
- Frequency of progress monitoring
- Duration of the intervention
- Frequency with which the intervention is delivered
- Teacher or specialist delivering the instruction
- Focus on content or skill

Three Tier Instructional Plan			
Primary Level K-3	Tier 1 Reading Class	Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
<b>Learners</b>	ALL students	Generally 20%-30% of students, who need additional structured support (eventually, with correct instruction, 15%).	Generally 5%-10% of students, who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II.
<b>Instructional leader</b>	Regular classroom Teacher	Highly qualified reading teacher, special education teacher, or specifically trained, supervised para professional working under the guidance of the reading specialist.	Certified reading specialist, special education teacher trained in reading, or specifically trained, supervised para professional working under the guidance of the reading specialist.
<b>Time allocation</b>	90 minutes daily minimum of grade level standards aligned reading instruction ( <i>time for grammar, writing, and intervention instruction is additional</i> ).	15 - 30 minutes of targeted reading instruction daily, to reinforce skills taught by the classroom teacher and in addition to the core reading program.	At least 30 minutes of more intensive, more explicit instruction designed to close the student skill gap.
<b>Instructional components</b>	Essential Components: <ul style="list-style-type: none"> <li>• phonemic awareness</li> <li>• phonics</li> <li>• fluency</li> <li>• vocabulary</li> <li>• comprehension</li> </ul>	Essential Components: <ul style="list-style-type: none"> <li>• phonemic awareness</li> <li>• phonics</li> <li>• fluency</li> <li>• vocabulary</li> <li>• comprehension</li> </ul>	Essential Components: <ul style="list-style-type: none"> <li>• phonemic awareness</li> <li>• phonics</li> <li>• fluency</li> <li>• vocabulary</li> <li>• comprehension</li> </ul>
<b>Grouping structure</b>	Flexible (whole group, small group, partners).	Small flexible homogeneous groups of three-six students per teacher (optimal).	Small homogeneous groups of three or fewer students per teacher (optimal).
<b>Instructional program</b>	Arizona Standards-based grade level instruction using evidence- based program materials with proven effectiveness. All instructional decisions are	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence- based program materials and	Explicit instruction at student's performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading disabled students
<b>Align Materials with state standards</b>	Evaluate and align current materials and instruction with the grade-level expectations.	Evaluate intervention materials for explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading.

Three-Tier Instructional Plan			
Primary Level K-3	Tier 1 Reading <sup>3</sup>	Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
<b>Adopt/adapt augment instructional materials</b>	Select an evidence-based program that supports the grade level expectations, and includes critical elements of reading: <ul style="list-style-type: none"> <li>• phonemic awareness,</li> <li>• phonics,</li> <li>• fluency,</li> <li>• vocabulary,</li> <li>• comprehension</li> <li>• text structures</li> </ul>	Select an evidence-based intervention program according to components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk readers.	Select a research-based intensive intervention program, either comprehensive or by components needed: phonemic awareness, phonics, fluency, vocabulary, comprehension with proven effectiveness for use with at-risk and disabled readers.
<b>Provide professional development</b>	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction, etc.	Provide professional development before and during the implementation of the program to help teachers provide effective targeted instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction.
<b>Assess students</b>	<ul style="list-style-type: none"> <li>• Screening assessments (minimum 3x year)</li> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments</li> <li>• Outcome assessments</li> </ul>	<ul style="list-style-type: none"> <li>• Screening assessments (minimum 3x year)</li> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (every two weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Screening assessments (minimum 3x year)</li> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (weekly)</li> <li>• Outcome assessments</li> </ul>
<b>Implement the program</b>	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers.	Provide ongoing support to staff including time for planning and collaboration. Provide effective coaching to teachers, perhaps with an instructional facilitator.
<b>Adjust instruction</b>	Adjust instruction and student placement based on acquisition of Arizona's standards, data analyzed 3x per year, and all formative data.	Adjust instruction and student placement based on bi-weekly progress monitoring assessment and student growth toward accomplishing their goals.	Adjust instruction and student placement based on weekly progress monitoring assessment and student growth toward accomplishing their goals.

<sup>3</sup> **Independent reading** for Tier I only. Daily 15 minutes minimum using a variety of high interest materials that student can read with at least 95% accuracy to apply and practice reading skills being taught during core reading lessons. (revised from Washington State Literacy Plan, 1999)

Three-Tier Instructional Plan				
Intermediate Level 4-6	Tier 1		Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
	English Language Arts	Content Literacy Strategies		
<b>Learners</b>	ALL students	ALL students	Students who need additional structured support.	Students who have marked difficulties learning to read and have not sufficiently responded to instruction provided at Tiers I & II.
<b>Instructional leader</b>	English/Language Arts/Reading teachers	Content teacher	Highly qualified reading teacher, special education teacher, or specifically trained, supervised para professional working under the guidance of the reading specialist.	Certified reading specialist, special education teacher trained in reading, or specifically trained, supervised para professional working under the guidance of the reading specialist.
<b>Time allocation</b>	Daily 60 minutes minimum or one instructional period of explicit reading instruction. (time for grammar, and writing instruction additional)	Provided within scheduled content-area classes	30 minutes of targeted reading instruction daily to reinforce skills taught in Tier 1 instruction, build foundational skills and close the achievement gap as spelled out in the student's plan.	30 additional minutes of intensive, explicit instruction designed to meet individual needs, guided by data.
<b>Instructional components</b>	Advanced decoding skills (including word analysis) <ul style="list-style-type: none"> <li>fluency,</li> <li>vocabulary(including word/root origins)</li> <li>comprehension</li> <li>text structures</li> </ul>	Focus on: <ul style="list-style-type: none"> <li>vocabulary</li> <li>comprehension</li> </ul> text structures (appropriate for reading and understanding informational text)	Focus on: <ul style="list-style-type: none"> <li>phonics</li> <li>fluency</li> <li>vocabulary</li> <li>comprehension (skill deficits identified by screening and diagnostic</li> </ul>	Focus on: <ul style="list-style-type: none"> <li>Phonemic awareness</li> <li>phonics</li> <li>fluency</li> <li>vocabulary</li> <li>comprehension (skill deficits identified by screening and</li> </ul>
<b>Grouping structure</b>	Flexible (whole group, small group, partners).	Flexible (whole group, small group, partners).	Homogeneous groups of 3-6 students (optimal).	As recommended by intervention publisher or groups of one to three students.

Three-Tier Instructional Plan				
Intermediate Level 4-6	Tier 1		Tier 2	Tier 3
	English Language Arts	Content Literacy Strategies	Targeted Instruction	Intensive Intervention
<b>Instructional program</b>	Arizona Standards-based, grade level instruction using evidence-based program materials and teaching strategies, with proven effectiveness. Instructional decisions are based on formal and informal assessment data.	Arizona Standards- based grade level instruction using explicit instruction and other evidence-based validated strategies.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using evidence-based program materials and effective teaching strategies.	Explicit instruction at student's performance level using evidence-based program materials and teaching strategies with proven effectiveness in teaching at-risk or reading disabled students (intensity and duration) to close their achievement gap.
<b>Align materials with Arizona state standards</b>	Evaluate and align current materials and instruction with grade-level expectations	Evaluate and align current materials and instruction with the Arizona content standards.	Evaluate materials for the explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading.
<b>Adopt/adapt/</b>	Select evidence-based	Select content materials	Select evidence-based	Select evidence-based
<b>Augment Instructional Materials</b>	program materials that best supports the state grade level expectations and includes the essential elements of literacy instruction (advanced word study, fluency, vocabulary, and comprehension.	that support content literacy with good informational/ expository text	supplemental program materials that provide instruction in the essential reading components with proven effectiveness with at-risk readers.	intervention program materials that provide instruction in the essential reading components with proven effectiveness with at-risk readers.
<b>Provide Professional development</b>	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction etc.	Provide professional development to help teachers with literacy strategies to help students access and learn the required curriculum.	Provide professional development before and during the implementation of the program to help teachers provide effective targeted instruction.	Provide professional development before and during the implementation of the program to help teachers provide effective intervention instruction.

<b>Assess students</b>	<ul style="list-style-type: none"> <li>• Screening assessment ( 3x )</li> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments</li> <li>• Standards based Outcome assessments</li> </ul>	Monitor progress (informal assessments, unit tests, daily performance)	<ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (every two weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (every week)</li> </ul>
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Three-Tier Instructional Plan				
Intermediate Level 4-6	Tier 1		Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
	English Language Arts	Content Literacy Strategies		
<b>Implement the program</b>	Provide ongoing support to staff with common preparation time within grades to facilitate collaboration. Provide effective coaching to teachers.	Provide emphasis on developing vocabulary, note taking, comprehension, and background knowledge.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers.
<b>Adjust Instruction</b>	Adjust instruction and student placement based on progress monitoring assessment data analyzed 3x per year, formative assessment data and	Adjust instructional program based on formative assessment data and student acquisition of standards.	Adjust instruction and student placement based on progress monitoring data and individual student growth toward their goals. Progress monitor	Adjust instruction and student placement based on progress monitoring data and individual student growth toward their goals.

Three-Tier Instructional Plan				
Secondary Level 7-12	Tier 1		Tier 2 Targeted Instruction	Tier 3 Intensive Intervention
	English Language Arts	Content Literacy Strategies		
<b>Learners</b>	All Students	All Students	Tier 1 students who need additional support to succeed, as evidenced by assessment data	Students who read more than two years below grade level and who need focused instruction in fundamental reading skills as evidenced by assessment data.

<b>Instructional Leader</b>	English/Language Arts Teacher	Content Teacher	Certified reading specialist or para-professional working with a reading specialist.	Certified reading specialist or para-professional working with a reading specialist.
<b>Time allocation</b>	60 minutes or one instructional period of explicit English/Language Arts instruction based on the Arizona ELA standards	Provided within the scheduled content-area classes	60 minutes or one period of targeted reading instruction daily based upon students needs and addressing the goals in the students plan.	Intensive, explicit instruction specifically designed to meet individual needs and guided by data (an acceleration program).
<b>Instructional Components</b>	Instruction based upon the Arizona English Language Arts Standards for 9-12.	Instruction based upon the Arizona English Language Arts Standards for 9-12 using content literacy strategies in the areas of vocabulary,	Phonemic awareness, phonics/spelling, fluency, vocabulary, or comprehension based upon the needs and goals identified in the	Phonemic awareness, phonics/spelling, fluency, vocabulary, or comprehension
		organization.	student's individual plan.	based upon the needs and goals identified in the students individual plan.
<b>Grouping Structure</b>	Flexible (whole class, small group, partners)	Flexible (whole class, small group, partners)	Fluid homogeneous groups of 3-6	As recommended by intervention publisher or less than 16 students per teacher
<b>Instructional program</b>	Arizona Standards-based, grade level instruction using evidence-based program materials and teaching strategies,	Arizona Standards-based grade level instruction using explicit instruction and other evidence-based validated strategies.	Explicit instruction to strengthen specific skills identified in the benchmark and diagnostic assessments, using	Explicit instruction at student's performance level using evidence-based

<b>Three-Tier Instructional Plan</b>				
<b>Secondary Level 7-12</b>	<b>Tier 1</b>		<b>Tier 2 Targeted Instruction</b>	<b>Tier 3 Intensive Intervention</b>
	<b>English Language Arts</b>	<b>Content Literacy Strategies</b>		

<b><i>Align materials with Arizona state standards</i></b>	Evaluate and align current materials and instruction with grade-level expectations.	Evaluate and align current materials and instruction with the Arizona ELA Standards.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential reading components.	Evaluate intervention materials for the explicit, systematic instruction of the 5 essential components of reading.
<b><i>Adopt/adapt/Augment Instructional materials</i></b>	Select a scientifically research-based program that best supports the state grade level expectations and includes narrative and expository text.	Select content materials that are well-formatted and that promote good informational reading practices.	Select a research-based intervention program that provides appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.	Select a research-based intervention program that provides appropriate instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.

<b>Provide Professional development</b>	Provide professional development for effective use of assessments, instructional materials, and strategies for explicit and differentiated instruction.	Provide professional development for research-validated comprehension strategies and vocabulary instruction.	Provide professional development before and during the implementation of the strategic intervention	Provide professional development before and during the implementation of the intervention program.
<b>Assess students</b>	<ul style="list-style-type: none"> <li>• Screening assessments (minimum 3x year)</li> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments</li> <li>• Standards based Outcome assessments</li> </ul>	Monitor progress toward acquisition of Arizona standards(in-program assessments, unit tests, daily performance)	<ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (every two weeks)</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnostic assessments</li> <li>• Progress Monitoring assessments (every week)</li> </ul>
<b>Implement the program</b>	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide instructional emphasis on vocabulary, note taking, text structure, comprehension and background knowledge before reading	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers	Provide ongoing support to staff with planning and collaboration time. Provide effective coaching to teachers

<b>Three-Tier Instructional Plan</b>				
<b>Secondary Level 7-12</b>	<b>Tier 1</b>		<b>Tier 2 Targeted Instruction</b>	<b>Tier 3 Intensive Intervention</b>
	<b>English Language Arts</b>	<b>Content Literacy Strategies</b>		
<b>Adjust Instruction</b>	Adjust instructional program and student placement based on data	Adjust instructional program based on formative assessment data	Adjust instructional program and student placement based on biweekly data and student's progress toward their goals.	Adjust instructional program and student placement based on weekly data and student's progress toward their goals.

**Independent reading** for Tier I only. Daily 15-20 minutes minimum. Independent reading at this level should be with text that the student can read with at least 95% accuracy. This will increase the volume of texts read and wide-range reading. Provide access to reading materials that include informational text and narrative text. Determine a school-wide policy regarding the amount of independent reading required.

## At Risk Learners: English Learners and Special Education

### English Learners (EL)

#### *EL Program Purpose and Goals*

Arizona has a structured and comprehensive program of English language development for students K-12 who are identified as English learners (ELs). The purpose is to provide a structured program, utilizing state English language proficiency standards with highly-qualified teachers to meet the language needs of second language learners. The goal is to accelerate language acquisition, so that students are able to access rigorous mainstream curriculum. Although this program is generally provided in specialized structured English immersion classrooms, mainstream teachers also play a role in assuring that ELs and former ELs (FEPs-Fluent English Proficient) have access to content instruction.

#### *EL Program Structure*

Federal and Arizona laws require that students identified as Limited English Proficient (LEP), be provided with programs that will ensure they can gain access to the same rigorous academic content made available to all students. The Home Language Survey (HLS) was designed to identify which students need to be tested for English proficiency. The English proficient pupil has sufficient knowledge of the language needed for success within the grade level, mainstreamed classroom.

After the students are identified by the HLS, the Arizona English Language Learner Assessment (AZELLA) is administered to identify English proficiency. These proficiency levels range from minimal language proficiency to proficient. The levels, in increasing order of achievement are Pre-Emergent, Emergent, Basic, Intermediate and Proficient. The AZELLA is administered annually to all continuing EL students. If a student scores below the proficient level, that student must receive specialized instruction in English Language Development (ELD). The program for ELL students in Arizona is determined by the Structured English Immersion (SEI) Program Models. Once a student achieves a score of proficient on the AZELLA, the student is exited to the mainstream classroom. As required by law, these students are monitored for two years to follow their progress in language and academic achievement.

The SEI Models structure includes multiple elements:

- SEI classroom content – English language development
- Program entry and exit protocol
- Student Language Ability grouping
- Class size standards
- Scheduling and time allocations
- Teacher qualification requirements

These structural elements are detailed in the Structured English Immersion SEI Models<sup>5</sup>. The Structured English Immersion (SEI) classroom utilizes English language development (ELD) strategies and the English Language Proficiency Standards (ELP) Standards to promote second language acquisition for ELs. These students receive all classroom instruction in English. The curriculum and presentation are designed for students who are learning the language. ELD instruction focuses on Phonology (pronunciation, the sound system of the language), Morphology (the internal structure and forms of words), Syntax (English word order rules), Lexicon (vocabulary), and Semantics and Pragmatics (meaning and how to use English in different situations and contexts).

All teachers in SEI classrooms must have a valid Arizona teaching certificate (charter schools are exempt), must be appropriately endorsed, and Highly Qualified as defined in the SEI Models. The Arizona English Language Proficiency (ELP) Standards drive ELD instruction. These standards provide a framework for the instruction and assessment of ELs. Discrete sections of ELD are based on specific categories of language instruction driven by the skills identified in the ELP Standards. See the following link for the English Language Proficiency Standards: <http://www.azed.gov/oelas/elps/>. The ELP Standards consist of the domains of Listening/Speaking, Reading and Writing. The language strand represents the standards for grammar and vocabulary. This language strand and all other domains are aligned to Arizona's English Language Arts Standards. The language strand is designed to be taught explicitly during a portion of ELD and also applied during the instruction of Listening/Speaking, Reading, and Writing. The standards are grouped by the following grade level spans: Kindergarten; Grades 1-2; Grades 3-5; Grades 6-8; Grades 9-12. The ELP standards are designed to be comprehensive and include all prerequisite skills for each grade span.

Class textbooks, materials, and assessments used in an SEI classroom must be aligned to the Arizona (ELP) Standards. Classroom materials used in an ELD class may reflect content from a variety of academic disciplines. Classroom materials must be appropriate for the students' levels of English language proficiency. Selection of content materials must be based on the materials' effectiveness for facilitating and promoting the specific English language objective(s) of the class. Such materials must predominantly feature specific language constructions that align with the English language objectives based on the ELP Standards.

### **Program Delivery for Students in an SEI Classroom**

Students will be provided with the full structure of ELD in a self-contained SEI Classroom for four hours per day (or less, once they have tested as Intermediate on the AZELLA). However, EL students may also be in mainstream classrooms outside of their required ELD instruction, during which time the skills provided through the SEI endorsement, will inform the structure for literacy development. The language proficiency skills of EL students may be below grade level standards. Structured methods for language support are required for students to have an opportunity to participate in classroom learning and have access to grade level content materials.

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<sup>5</sup> For additional information, please visit <http://www.azed.gov/oelas/structured-english-immersion-models/>.

## **Program Delivery for Students on an Individual Language Learner Plan (ILLP)**

Schools with twenty or fewer ELs within a three-grade span (including Kindergarten), may provide instruction through the development of Individual Language Learner Plans (ILLPs) created for each EL Student. Although the preferred method for the delivery of ELD occurs in an SEI classroom by a Highly Qualified teacher, the ILLP model allows provisions for low-incidence schools to deliver the ELD instruction in various ways both in and outside of a traditional SEI classroom. In this model, the ILLP is written to provide the required language and literacy support. Mainstream teachers deliver language instruction necessary for the student to access the grade-level curriculum and develop full academic literacy. Depending on the student's proficiency level, up to four hours of ELD are required and based on specific ELP Standards. Mainstream teachers should utilize strategies for ELD instruction when working with English learners.

## **Students who have Exited the SEI Program (FEP students)**

Former ELs who are now in mainstream classrooms are still developing their language skills and may not be at grade level. FEP (Fluent English Proficient) student proficiency status information must be provided to mainstream teachers. AZELLA student reports should be available to determine language strengths and needs. Progress monitoring (2-year monitoring) is required to ensure that effective language and academic content development continues. Per Arizona Administrative Code R7-2-615:

*A Provisional or full Structured English Immersion (SEI) endorsement, or an English as a Second Language or Bilingual endorsement, shall be required of a teacher who is instructing students in a sheltered English immersion or Structured English immersion model.<sup>6</sup>*

The purpose of the SEI endorsement is to ensure that all educators statewide have the skills needed to assist EL and FEP students in English language acquisition regardless of their instructional program. These skills are critical for teachers of FEP students because these students are no longer receiving English language instruction in an SEI classroom. It is important to identify any former EL students who are struggling so that appropriate interventions and strategies can be employed as needed. The Language Strand in Arizona's English Language Arts Standards provides an excellent tool for teaching academic and functional language-specific skills to be applied in all content areas and the AZRTI framework provides the structure for intervention.

The Arizona Department of Education/ Office of English Language Acquisition Services offers resource and training support at [www.ade.az.gov/OELAS](http://www.ade.az.gov/OELAS).

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<sup>6</sup> For additional information regarding Arizona Administrative Code R7-2-615, please visit <https://azsbe.az.gov/sites/default/files/media/R7-2-615%28L%29%20SEI%20Endorsements%20effective%208.6.16%200.pdf>

## **Birth-5 English Language Learners**

Literacy is essential to success in today's economy, now more than ever. Family literacy harnesses the strength of adult-child bonds to help those who are most at risk of failing economically, emotionally and socially. Early family literacy experiences build success by strengthening a young child's confidence, increasing their ability and broadening their outlook. Family literacy ensures the cycle of learning and progress passes from generation to generation.

High-quality early learning experiences, environments, and effective instructional practices for young children support English Language Learners. Children participating in high-quality preschool programs should have access to increasing levels of the English language.

Family literacy programs delivered to parents, who speak a language other than English, have been recognized as a way to help children become successful while assisting parents who speak another language to become full partners in the educational development of their children. Family literacy experiences birth to five can bridge the communication development needs of parents so that when the child begins school, the essential foundation is built to meet that child's educational needs. Strategies for adults to use, mentioned previously in this plan under the Birth to 5 section, are designed to meet the needs of diverse learners. As a child enters the formalized instructional years (preschool age 3-5), additional specific English Language acquisition strategies may be required for those who have previously experienced limited or no access to the English language. Implicit, direct and enriched language experiences should be developed to meet the needs of these children. Engaging the families during this critical stage is imperative.

## **Reading Instruction for Students with Disabilities**

### ***Infant/Toddlers***

From birth (and even before birth), the brain is creating connections that will establish the foundation for later literacy and reading development. Infant and toddler children will typically develop oral language, participate in turn-taking communication, and establish relationships that will support their development. Even infant and toddler aged children have expected benchmarks for development. Through screening, doctor visits, and parent support efforts, families may become aware of benchmarks that their children are not achieving. A more formal evaluation may be necessary to identify children who would benefit from additional supports or services through the Arizona Early Intervention Program (AzEIP). These supports and services occur within the context of the family and child's daily routines. It is critical that children in need of support, interventions or services are identified and linked with the proper program to meet their needs. For further information, please see: <https://www.azdes.gov/azeip/> and resources to educate parents, public education agencies, state agencies, and professional organizations to develop and implement effective policy, procedures and practices for identifying,

locating, and evaluating children with disabilities aged birth to twenty-one may be found on the Department of Education website at <http://www.azed.gov/specialeducation/az-find/>.

### ***Preschool Ages 3-5***

Preschool Children identified with a disability who receive services within a preschool classroom should have a high-quality, *developmentally appropriate* preschool experience. Preschool Special Education services are provided by the Local Education Agency (LEA) and the level of services are determined by the Individual Education Program (IEP) team. These services may be provided in the home, on an itinerant basis, in a special needs preschool classroom or in a regular education preschool environment as deemed appropriate by the Individual Education Program (IEP) team. Tier I services involve a quality preschool environment that is experientially-based. High-quality preschool programming includes the use of a curriculum that is aligned with the Arizona Early Learning Standards and utilizes the formative assessment process to inform instructional decisions. As with any grade level, a 3-tiered instructional model based on developmentally appropriate practices and intentional instruction allows more time and support for students that require it. Early childhood educators should use data from the Arizona State Board of Education approved tool to provide more intensive interventions for students who may need continued, intentional instruction as well as time to practice skills through play.

Pre-literacy involves helping the young child develop skills in understanding and expressing oral language along with social skills, teaching children to recognize letters and play with sounds to develop phonological awareness, and pre-writing skills (from scribbles to letters). These skills are developed in the context of a quality preschool classroom environment and routines. At this critical age of intensive brain development, it is important to focus on all five essential domains of learning (social and emotional; language and literacy; cognitive; physical health & development; approaches to learning). Each area of development supports development of the others.

### ***Kindergarten through Grade 12***

Arizona's English Language Arts Standards are rigorous grade-level expectations that identify the knowledge and skills students need in order to be successful in college or careers. All students, regardless of disability, must be challenged to excel within the general curriculum and be prepared for a successful future, including college and/or career. Arizona legislation, ARS 15-763 - *Plan for providing special education definition* states: "Each child shall be ensured access to the general curriculum and an opportunity to meet the state's academic standards."

Students with disabilities are a heterogeneous group with one common characteristic: the presence of disabling conditions that significantly hinder their ability to access the general education curriculum (IDEA 34 CFR §300.39, 2004). Therefore, how the standards are taught and assessed is important in reaching this diverse group of students. The instruction must incorporate modifications and accommodations, including:

- Supports and related services designed to meet the unique needs of these students and to

enable their access to the general education curriculum with differentiated instruction.

- An Individualized Education Program (IEP) which includes annual goals aligned to facilitate their achievement of grade-level academic goals.
- Student goals should be designed to close any achievement gaps and weekly assessments should progress monitor the student for growth toward the goals.
- Teachers and specialized instructional support personnel who are prepared and qualified to deliver high-quality, evidence based, individualized instruction and support services.

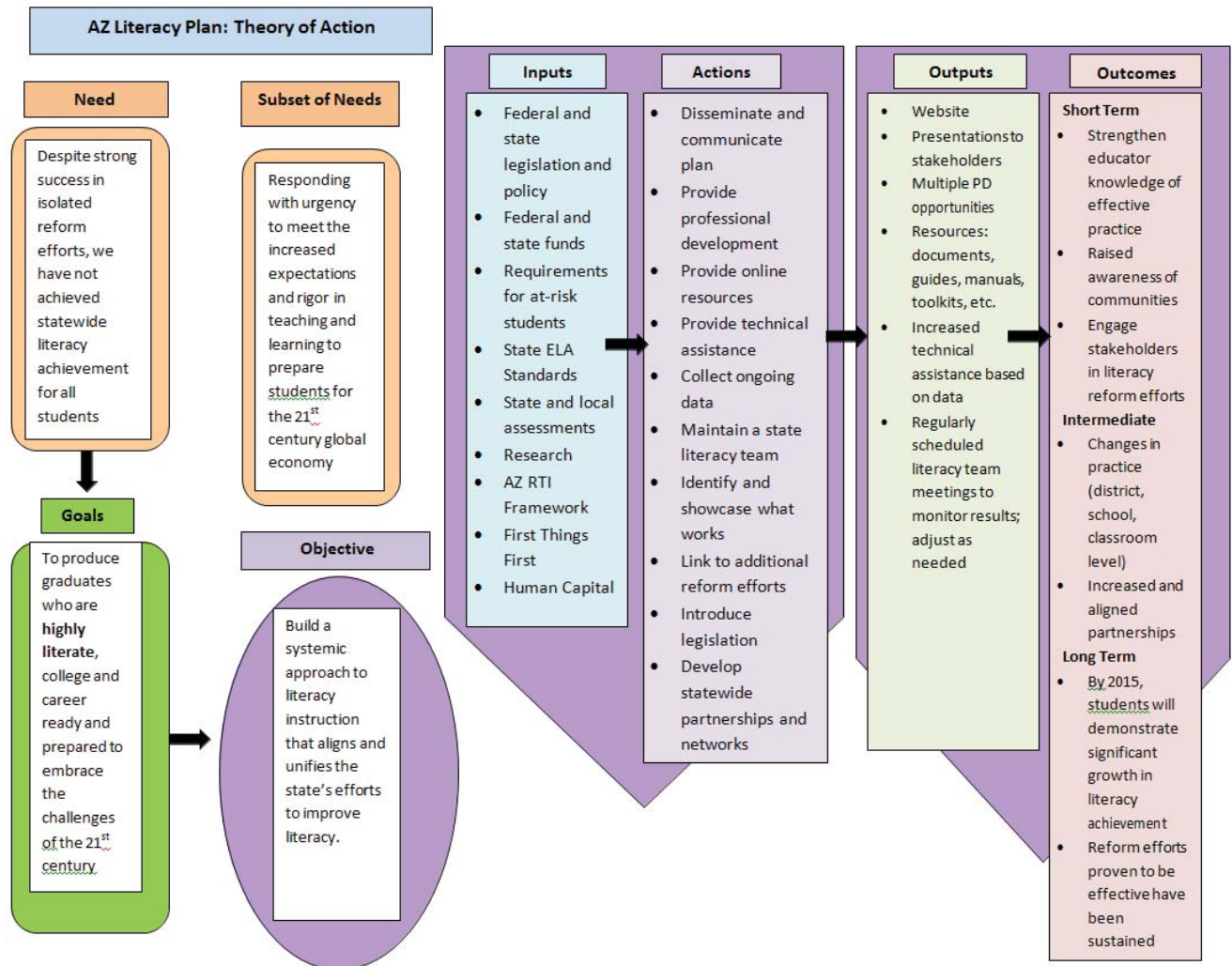
For students with a disability to be successful in the general curriculum, they may need additional supports and services, such as:

- Diagnostic evaluations to identify skill gaps.
- Information presented in multiple ways and allowing for diverse avenues of action and expression (multisensory) to facilitate effective student engagement
- Explicit and systematic instruction with intensity and/or acceleration to increase learning and access to the general education curriculum
- Changes in materials, instruction or procedures; extended time, frequent practice and repetition, and/or flexible groups
- Devices (assisted technology) and services to ensure access to the general education curriculum and ELA Standards.

Some students with significant disabilities will require substantial modifications and accommodations to have meaningful access to certain standards in both instruction and assessment, based on their communication and academic needs. These modifications and accommodations should ensure that students receive access to multiple modalities of learning and opportunities to demonstrate knowledge, but retain the rigor and high expectations of Arizona's English Language Arts Standards.

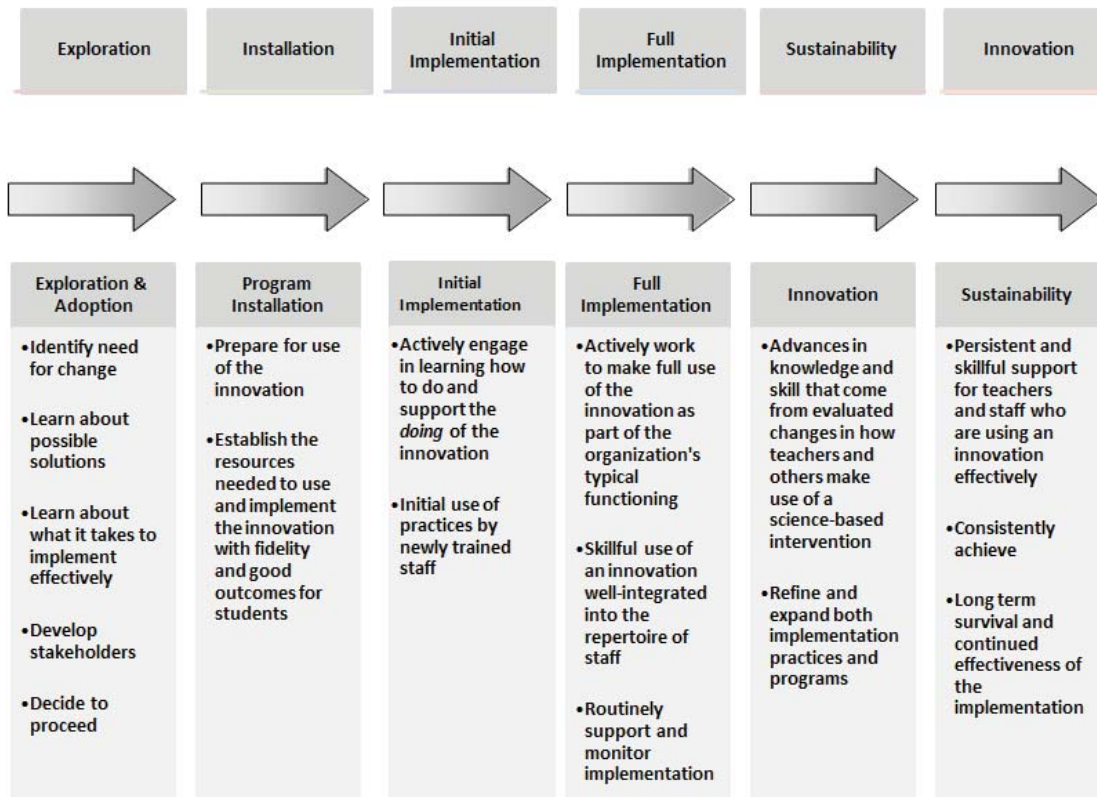
Students with disabilities who continue to struggle in accessing the general curriculum would benefit from additional supplemental interventions *in addition to* any specialized instruction the student is receiving as part of the IEP. As such, these interventions would not be included on the student's IEP. Supplemental intervention would not be considered a substitute for special education services. However; any supplemental intervention delivered to eligible students with disabilities must be consistent with the students' IEPs.

## Section IV- Implementation



### Stages of Implementation

Implementation can be defined by as a specified set of activities designed to put into practice an activity or program of known components (Fixsen, Naoom, Blasé, Friedman & Wallace, 2005). In order to understand implementation (1) the activity or program must be well-specified so we know what we are trying to do; and (2) the activities are designed to provide practice to get the best results from the program. The following 6 stages of implementation were developed at the National Implementation Research Network (NIRN) (Fixen et al., 2005). The stages are not linear but impact each other in complex ways that take 2-4 years to reach sustainability.



## System Models by Age and Grade Span

### A Look at Early Childhood

All Early Childhood Education (ECE) programs have an opportunity to complete a *needs assessment* as outlined in the State Literacy Plan. In these assessments, ECE programs closely examine and analyze early childhood environments, student achievement data, and the systems in place for full implementation of the State Literacy Plan. (The systems include assessment, planning, collaboration, communication, professional development, instruction and intervention). Following classroom observations of literacy instruction and using the program data, the school's literacy leadership team designs an implementation plan unique to the school and students' needs.

### ***Preschool Programs and Local Education Agencies***

Implementation of the State Literacy plan requires early childhood education leadership. It is expected that early childhood programs coordinate and align with the Arizona Early Learning Standards and connect with the local education agency within their boundaries. Literacy activities are based on the *needs* of students as indicated by data collected. High-quality Early Childhood programs require the participation of teachers, they leverage resources to support program wide implementation of the literacy plan, and provide technical assistance as needed. Early Childhood programs regularly monitor, track impact and support the implementation process.

### ***Quality Instruction for Young Learners***

Arizona's State Literacy plan recommends all early childhood programs 1) adopt a research based core curriculum and 2) have in place Teaching Strategies Gold as an assessment to identify at-risk learners/inform instruction, utilize the summative assessment that will be chosen and 3) implement the Arizona Early Learning Standards using effective instructional strategies for young learners such as intentional play based learning and 4) develop a kindergarten transition plan that builds a collaborative relationship with the local education agency.

Tier1 instruction is explicit, intentional and systematic. Learning goals are communicated to children and to parents. Modeling by the teacher, step by step instruction, and guided and independent practice are routine in literacy lessons. Multiple, multisensory and varied practice opportunities exist for students. Teachers monitor child learning throughout the lesson and provide explicit feedback on their developing skills. Teachers check for understanding to make instructional decisions. Flexible groupings are used to deliver differentiated instruction to children as needed.

### ***Implementation of the Core program***

The implementation of the core program as a tool for instruction is one of the first steps a school engages in examining, to ensure all components (including assessment) are utilized effectively and student learning is measured. Pre-writing instruction is aligned with pre-reading instruction. Oral Language development, both informal and academic language, is a standard component of the literacy lesson.

### ***High-Quality Early Childhood Environment***

Classrooms are arranged to provide space for learning centers, small group work, individual and partner work as well as whole group instruction. Each participating program will reflect high quality, literacy enriched environments as outlined in the Early Childhood Environmental Rating Scale (ECERS) tool. For example, student generated words and books should be evidenced, a library center, books in each learning center, examples of teacher writing. A variety of engaging reading materials, both fiction and nonfiction, are available and classrooms incorporate elements (posters, signs, word walls) that support and/or are incorporated in instruction. Teachers prominently display current student work. Teachers also engage in meaningful, turn-taking conversations with students.

### ***Assessment Data and Systems***

Systems for administering, scoring, reporting, sharing and analyzing assessment (including universal screenings) are in place. Students who have been identified as 'at-risk' receive more frequent assessments which are used for grouping and planning instruction. The data system is used to monitor student progress and effectiveness of instruction. Teachers use assessment data to determine flexible/differentiated groups and deliver differentiated instruction as needed. Long and short term

program wide literacy goals are established for benchmark and progress monitoring. Teachers discuss literacy assessment data twice a month at meetings to monitor progress toward benchmark goals.

Collaborative planning time is embedded in the master schedule. Please see the additional sections in the State Literacy Plan for explanations and information on Assessment and Data based decision making.

### ***Summative Assessment:***

Significant gains in oral language skills for three to five year old children are expected. A single pre/post assessment tool will help determine this progress. Oral Language is a key to the success of Arizona's youngest children. The State Literacy Plan recognizes that oral language development is the foundation for reading, writing, and spelling. According to the National Institute for Literacy, oral language is the "engine of learning and thinking" (Learning to Talk and Listen, NIFL, 2009). Oral language development includes skills that allow children to communicate, understand the meaning of a large number of words and concepts, obtain new information and express their own ideas. Programs implementing the plan may use the pals™ PreK (Phonological Awareness Literacy Screening) tool as supplement to the on- going progress monitoring tool.

### ***Formative Assessment***

In 2010 the State Board of Education approved a new on-going progress monitoring assessment tool to be utilized by early childhood programs birth through kindergarten. This assessment tool, Teaching Strategies Gold, is a comprehensive tool meant to look at the whole child including specific elements of literacy that will be directly addressed and documented. This form of assessment is utilized to identify needs of individual students and groups of student to influence classroom instruction and interventions.

### ***Intervention***

Intervention is based on ongoing data, and its purpose is to provide effective direct and explicit instruction with increased intensity to accelerate learning and is provided in addition to the regular literacy instruction. Intervention is provided in small groups (3-5 students) and grouping is flexible. Tier II intervention occurs daily during free choice time. Tier III is additional minutes per day. Intervention is delivered by trained personnel to groups of 3 or fewer. Intervention materials and programs are used as an extension of the core literacy program in literacy intervention settings. Ideally, each school has (at least) one interventionist and can be filled in combination with a literacy coach position. Please see the State Literacy Plan for explanation and information on Arizona RTI and the Alterable Variables for Intervention.

### ***Arizona Department of Education***

The ADE provides numerous professional development opportunities. Please visit the ADE website (<https://ems.azed.gov>) for current offerings.

## **K-12 System Models**

### ***Continuous Improvement***

Continuous improvement is a process that unfolds progressively and is sustained over time. It encompasses the general belief that improvement doesn't start and stop. It requires an organizational and professional commitment to an ongoing process of learning, self-reflection, adaptation, and growth. For example, when a school is continuously improving, a variety of changes occur in ways that cumulatively affect multiple dimensions of a school or school system.

The concept of continuous improvement also recognizes that improving school effectiveness is not only highly complex, but it entails unforeseen challenges and complications that require a sustained commitment to ongoing improvements.

Major components of continuous school improvement encompass creating, reviewing or revising the school vision; gathering and analyzing data related to that vision; planning the school's work to align with the vision, select interventions, implementing the strategies and action steps; and gather data to measure the impact of the intervention/s.

Sustainable continuous improvement requires schools to have the knowledge, skills, and expertise needed to improve educational results and sustain improvement over time. Continuous improvement must build leader and staff capacity. The improvement cycle includes ongoing data collection that helps educators monitor progress and make adjustments in real time.

### ***Comprehensive Needs Assessment (CNA)***

A needs assessment is a systematic set of procedures that are used to determine needs, examine their nature and causes, and set priorities for future action. A needs assessment leads to action that will improve systems, services, processes and operations.

The "need" refers to the gap or discrepancy between a present state (what is) and a desired state (what should be). The "need" is neither the present nor the future state; it is the gap between them.

A needs assessment process:

- Focuses on the ends (i.e. desired outcomes) to be attained, rather than the means (i.e., process). For example, reading achievement is an outcome whereas reading instruction is a means toward that end;
- Requires gathering and analyzing data; Page 3
- Informs priorities and criteria for solutions, so sound decision decisions can be made.
- Provides direction for programs, projects, and activities;
- Guides staff to determine priorities and allocate resources, money, people, facilities, time, to activities that will have the greatest impact;
- Creates cohesion through the alignment of vision, desired outcomes strategies, action steps and professional development;

- Assists continuous improvement process by helping staff identify, which interventions are working, and the strategies associated with the greatest success.

The CNA is a reflection of the school's current state. Acknowledging that state honestly and transparently, based on evidence, allows a school to determine its best next steps. It is not about a comparison among schools. It is about identifying strengths, needs and next steps specific to individual schools. The CNA will allow the school to identify the greatest needs, root causes, and possible solutions and track progress over time. A limited number of well-defined desired outcomes are a common feature of successful school and LEA improvement plans. These desired outcomes with goals, strategies and actions steps help focus a school's work by setting a target for student learning and achievement or systems, processes and programs that will impact achievement. By choosing strategies and action steps that leverage strengths and focus on connections and coherence, student learning and achievement is increased.

A team is a critical part of a comprehensive needs assessment. A Comprehensive Needs Assessment (CNA) team should include stakeholders representing all parts of the system; principals, teachers, paraprofessionals, school office staff, parents, families, community members, and students. The CNA team should:

- Establish group norms and develop timelines;
- Understand the members' roles and responsibilities;
- Know the purpose of diving into the data;
- Have access to ALL data
- Review the data for accuracy and consistency.
- Decide on the current state through consensus.

### ***Integrated Action Plan (IAP)***

The transition to the Every Student Succeeds Act (ESSA) provided the opportunity for the Arizona Department of Education (ADE) to transform how it supports schools and Local Education Agencies (LEAs), through creating a state plan that reflects a shared statewide vision for Arizona's students and schools. Through the state plan, the ADE proposed a framework to support schools and LEAs with the goals of:

- Reducing unnecessary burden and regulations;
- Fostering a comprehensive, holistic systems-thinking approach to school and LEA strategic planning;
- Providing expanded flexibility by eliminating 'siloed' planning and funding models; and,
- Unleashing local creativity to focus on the unique local needs of students, teachers and school communities.

The ADE recognizes that local control resides with LEAs through locally elected school boards, as well as charter holders for charter schools. The Comprehensive Needs Assessment and Integrated Action Plan process will be guided by each LEA's locally defined strategic plan, mission and vision.

IAPs should be developed in concert with all applicable stakeholders, with opportunities for meaningful input and feedback from parents and community members, to ensure the plan is reflective of local context and needs.

The school-level IAP (SIAP) will provide the opportunity for a school to address areas of need as identified by a school's CNA, and satisfy the majority of the programmatic requirements of included state and federal grants received by the school in one comprehensive plan. This process will serve to streamline and replace the multiple plans currently required across grant programs to access state and federal grant resources.

The LEA-level IAP (LIAP) will be designed to support the system areas of focus as identified and informed by an LEA's analysis of school CNAs and school IAPs. This provides the opportunity for the LEA to address and satisfy the majority of the programmatic requirements including state and federal grants received at the LEA level in one plan.

Both the SIAP and LIAP include:

- Desired outcomes (SMART Goals, if required)
- Strategies
- Action Steps (use appropriate tags for required, funded and non-funded activities)
- Implementation Activities
- Monitoring of Implementation
  - Activities
  - Measures
  - Success Criteria and Evidence
- Evaluation of Implementation
  - Activities
  - Measures
  - Success Criteria and Evidence
- Optional Tasks o Breakdown Action Steps into manageable tasks, as locally determined

### **Arizona Balanced Assessment Framework**

Assessment measures and supports students' attainment of the Arizona Standards by providing data to inform improvement at all levels of the educational system. Educators and other stakeholders need multiple types of assessment to serve their decision-making needs. Educators in particular need a range of assessment methods and practices to monitor their students' progress toward grade level learning goals. This assessment framework is intended to inform and guide Arizona educators as they work to improve and enhance their continuum of assessment practices. Through this framework, educators will

be able to learn how to utilize the appropriate assessment practice for each purpose as well as how to use the data obtained from each type of assessment to ultimately improve student achievement.

It is suggested that Arizona educators use the framework in the following ways:

1. To learn about different types of assessments and determine the appropriate uses for each type.
2. To analyze their current assessment practices to determine areas of strengths and areas of deficiencies. Used in conjunction with the assessment inventory, districts and schools will be able to determine where gaps exist in current assessment practices and plan methods for filling those gaps.
3. To embark upon a self-reflective journey – determining whether certain assessments might be over-utilized, under-utilized, or enhanced to provide teachers with data that can be used to make decisions that positively impact the success of students.

Arizona educators should not interpret this framework as an exhaustive checklist to be accomplished. Rather, examples contained in this framework are intended to illustrate different types of assessments that occur at multiple points of time during teaching and learning. This framework contains six broad categories of assessments; other examples of assessments may fit within different categories contained within this framework.

The ultimate goal of any assessment is improved student learning. As a result, it is important to remember that any assessment has associated educational purpose. For example, formative assessments are intended to guide instructional decisions, while summative assessments are intended to guide programmatic decisions. At any level, valuable assessment is strongly aligned to learning goals and content standards, allowing the educator and/or the educational system to make decisions which positively impact teaching and student learning.

As educators move through the framework, they should ask themselves the following questions:

- Do I use this type of assessment?
- Do I understand the types of information that can be gained from each type of assessment?
- How often do I use this type of assessment? Does this frequency match the suggested frequency outlined in the framework?
- Do I use each type of assessment in one or more ways suggested by the framework? Are there any methods that I can add to inform and enhance my instructional and programmatic decisions?
- Are there any types of assessments missing from my assessment practice? If so, how do I integrate these into my assessment schedule?
- Are there any types of assessments that are overrepresented in my assessment practice? If so, how do I eliminate these without losing the data provided by them?

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# FY21 Application – Comprehensive Literacy State Development Program Evidence Documentation – Arizona

Proposed Activity, Intervention, or Practice	Program Requirements	Citation of Study or Systematic Review of Evidence	Evidence Tier	Justification for Evidence Tier and Relevant Population
Participate in training in the science of reading	Sub-Grantee Activity	<p>Archer, A., &amp; Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Guilford.</p> <p>Burns, M. S., Griffin, P., &amp; Snow, C. (1999). Starting out right: A guide to promote student reading success. Washington, DC: National Academy Press.</p> <p>Coyne, M., Chard, D., Zipoli, R., &amp; Ruby, M. (2007). Effective strategies for teaching comprehension. In M. Coyne, E. Kame'enui, &amp; D. Carnine (Eds.), Effective teaching strategies that accommodate diverse learners (pp. 80-109). Upper Saddle River, NJ: Pearson.</p> <p>Denton, C. A., &amp; Mathes, P. G. (2003). Intervention for struggling readers: Possibilities and challenges. In B. R. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale (pp. 229-251). Timonium, MD: York Press.</p> <p>Duke, N., &amp; Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. Farstrup &amp; J. Samuels (Eds.). What research has to say about reading instruction (pp. 205-242). Newark, DE: International Reading Association.</p> <p>Ehri, L. C. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp &amp; P. Tomlinson (Eds.), Learning and teaching reading (pp. 7-28). Leicester, UK: The British Psychological Society.</p> <p>Graves, M. F. (2006). The vocabulary book: Learning and instruction. New York, NY: Teachers College Press.</p> <p>Honig, B., Diamond, L., &amp; Gutlohn, L. (2008). Teaching reading sourcebook. Novato, CA: Arena Press.</p> <p>Hudson, R. F., Lane, H. B., &amp; Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? The Reading Teacher, 58(8), 702-714.</p> <p>Kuhn, M. R., Schwanenflugel, P. J., &amp; Meisinger, E. B. (2010). Aligning theory and assessment of reading fluency: Automaticity, prosody, and definitions of fluency. Reading Research Quarterly, 45(2), 230-251.</p> <p>Mathes, P. G., Denton, C.A., Fletcher, J. M., Anthony, J. L., Francis, D. J., &amp; Schatschneider, C. (2005). The effects of theoretically different instruction and student characteristics on the skills of struggling readers. Reading Research</p>	Strong	What Works Clearinghouse identifies the evidence-level for this practice as strong. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a> <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/rti_reading_pg_021809.pdf</a>

<p>PR/Award # S371C200007 Page e243</p>		<p>Quarterly, 40(2), 148-182. National Institute of Child Health and Human Development. (2000).</p> <p>Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups (NIH Publication No. 00-4754). Washington, DC: U.S. Government Printing Office.</p> <p>RAND Reading Study Group. (2002). Reading for understanding: Toward an R&amp;D program in reading comprehension. Santa Monica, CA: RAND.</p> <p>Rasinski, T. V., Reutzel, D. R., Chard, D., &amp; Thompson, S. L. (2011). Reading fluency. In M. Kamil, D. Pearson, E. Moje, &amp; P. Afflerback (Eds.), Handbook on reading research, (Vol. 1C, pp. 286-319). Philadelphia, PA: Routledge.</p> <p>Rosenshine, B. (2012, Spring). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1), 12-39.</p> <p>Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis) abilities: Evidence, theory, and practice. In S. Neuman &amp; D. Dickinson (Eds.), Handbook for research in early literacy (pp. 97-110). New York, NY: Guilford.</p> <p>Snow, C., Burns, M. S., &amp; Griffin, P. (Eds). (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.</p> <p>Torgeson, J. (2005). Teacher knowledge of reading. Tallahassee, FL: Florida Center for Reading Research. University of Texas at Austin. (2009).</p> <p>Foundations of reading instruction presentations and print files. Austin, Texas: Vaughn Gross Center.</p>	<p>Strong</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as strong. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>
<p>Participate in reading training with a focus on Phonological Awareness</p>	<p>LEA Activity</p>	<p>Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge, MA: MIT Press.</p> <p>Adams, M. J., Foorman, B., Lundberg, L., &amp; Beeler, T. (1998). Phonemic awareness in young children. Baltimore, MD: Brookes.</p> <p>Al Otaiba, S., Kosanovich, M., &amp; Torgesen, J. (2012). Assessment and instruction in phonemic awareness and word recognition skills. In A. G. Kamhi &amp; H. W. Catts (Eds.), Language and reading disabilities (3rd ed., pp. 112-139). Needham Heights, MA: Allyn &amp; Bacon.</p> <p>Berninger, V., Vaughan, K., Abbott, R., Brooks, A., Abbott, S., Reed, E., . . . Graham, S. (1998). Early intervention for spelling problems: Teaching spelling units of varying size within a multiple connections framework. Journal of Educational Psychology, 90, 587-605.</p> <p>Blachman, B. A. (2000). Phonological awareness. In M. L. Kamil, P. B. Rosenthal, P. D. Pearson, &amp; R. Barr (Eds.), Handbook of reading research (vol. 3, pp. 484-502). Mahwah, NJ: Lawrence Erlbaum.</p>	<p>Strong</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as strong. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>

<p>PR/Award # S371C200007</p> <p>Page e244</p>		<p>Blachman, B. A. , Ball, E. W., Black, R., &amp; Tangel, D. M. (2000). Road to the code: A phonological awareness program for young children. Baltimore, MD: Brookes. Brady, S. A. (2011). Efficacy of phonics teaching for reading outcomes: Indications from post-NRP research. In S. A. Brady, D. Braze, &amp; C. A. Fowler (Eds.). Explaining individual differences in reading: Theory and evidence (pp. 69-75 ) New York, NY: Psychology Press.</p> <p>Connor, C. M., Alberto, P. A., Compton, D. L., &amp; O'Connor, R. E. (2014). Improving reading outcomes for students with or at risk for reading disabilities: A synthesis of the contributions from the Institute of Education Sciences Research Centers (NCERS 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.</p> <p>Ehri, L. (1997). Phonemic awareness and learning to read. Literacy Development in Young Children, 4, 2-3.</p> <p>Ehri, L. C. (1998). Grapheme-phoneme knowledge is essential for learning to read words in English. In J. L. Metsala &amp; L. C. Ehri (Eds.), Word recognition in beginning literacy (pp. 3-40). Mahwah, NJ: Erlbaum.</p> <p>Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. Scientific Studies of Reading, 18(1), 5-21.</p> <p>Ehri, L. C., Nunes, S. R., Willows, D. M., Schuster, B. V., Yaghoub-Zadeh, Z., &amp; Shanahan, T. (2001). Phonemic awareness instruction helps children learn to read: Evidence from the National Reading Panel's meta-analysis. Reading Research Quarterly, 36(3), 250-287.</p> <p>Ehri, L. C., &amp; Roberts, T. (2006). The roots of learning to read and write: Acquisition of letters and phonemic awareness. In D. K. Dickinson &amp; S. B. Neuman (Eds.), Handbook of early literacy research (Vol. 2, pp. 113-131). New York, NY: Guilford.Foorman, B. R., &amp; Torgesen, J. K. (2001). Critical elements of classroom and small-group instruction promote reading success in all children. Learning Disabilities Research &amp; Practice, 16, 203-212.</p> <p>Lane, H. B., &amp; Pullen, P. C. (2004). Phonological awareness assessment and instruction: A sound beginning. Boston, MA: Allyn &amp; Bacon.</p> <p>Moats, L. (1997). Teaching reading is rocket science: What expert teachers of reading should know and be able to do. Washington, DC: American Federation of Teachers. Retrieved from <a href="http://www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf">www.aft.org/pubs-reports/downloads/teachers/rocketsci.pdf</a></p>		
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<p>PR/Award # S371C200007</p> <p>Page e245</p>		<p>Moats, L. C. (2003). The speech to print workbook: Language essentials for teachers. Baltimore, MD: Brookes.</p> <p>Moats, L.C. (2004). Language essentials for teachers of reading and spelling (LETRS), Module 2, The speech sounds of English. Longmont, Co: Sopris West.</p> <p>Moats, L.C. (2004). Language essentials for teachers of reading and spelling (LETRS), Module 3, Spellography for teachers. Longmont, Co: Sopris West.</p> <p>O'Connor, R. E., &amp; Jenkins, J. R. (1999). Prediction of reading disabilities in kindergarten and first grade. Scientific Studies of Reading, 3, 159-197.</p> <p>Pressley, M. (1998). Reading instruction that works. New York, NY: Guilford.</p> <p>Rayner, K., Foorman, B. R., Perfetti, C. A., Pesetsky, D., &amp; Seidenberg, M. S. (2001). How psychological science informs the teaching of reading. Psychological Science in the Public Interest, 2(2), 31-74.</p> <p>Seidenberg, M. S., &amp; McClellan, J. L. (1989). A distributed, developmental model of word recognition and naming. Psychological Review, 96, 523-568.</p> <p>Snow, C. E., Burns, M. S., &amp; Griffin, P. (1998). Preventing reading difficulties in young children. Washington, DC: National Academy Press.</p> <p>Torgesen, J. K., &amp; Mathes, P. (2000). A basic guide to understanding, assessing, and teaching phonological awareness. Austin, TX: Pro-Ed. Uhry, J. K. (2011). Teaching phonemic awareness. In J. R. Birsh (Ed.), Multisensory teaching of basic language skills (pp. 113-143). Baltimore, MD: Brookes.</p> <p>Vaughn, S., &amp; Linan-Thompson, S. (2004). Research-based methods of reading instruction Grades K-3. Alexandria, VA: Association for Supervision and Curriculum Development.</p>		
<p>Participate in reading training with a focus on Phonemic Awareness</p>	<p>LEA Activity</p>	<p>Adams, A. (1990). Beginning to read: Thinking and learning about reading. Boston, MA: Institute of Technology. Armbruster, B. B. (2001). Put reading first: The research building blocks for teaching children to read. Washington, DC: National Institute for Literacy, National Institute of Child Health and Human Development and U.S. Department of Education.</p> <p>Bear, D. R., Invernizzi, M., Templeton, S., &amp; Johnston, F. (2011). Words their way: Word study for phonics, vocabulary, and spelling instruction. Columbus, OH: Pearson.</p> <p>Birsh, J. (2011). Multisensory teaching of basic language skills. Baltimore, MD: Brookes. Carreker, S. (1999). Teaching reading: Accurate decoding and</p>	<p>Strong</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as strong.  <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>

<p>PR/Award # S371C200007</p> <p>Page e246</p>		<p>fluency. In J. Birsh (Ed.), <i>Multisensory teaching of basic language skills</i> (pp. 141-182). Baltimore, MD: Brookes.</p> <p>Cunningham, A. A., &amp; Zibulsky, J. (2014). <i>Book smart: How to develop and support successful, motivated readers</i>. New York, NY: Oxford University Press.</p> <p>Ebbers, S., &amp; Hougen, M. (2014). Academic vocabulary development: Meaningful, memorable, and morphological. In Hougen, M. (Ed.). <i>Fundamentals of literacy instruction &amp; assessment</i> (pp. 6-12). Baltimore, MD: Brookes.</p> <p>Ehri, L. (2002). Phases of acquisition in learning to read words and implications for teaching. In R. Stainthorp &amp; P. Thonlinson (Eds.), <i>Learning and teaching reading</i> (pp. 7-28). London, England: British Journal of Educational Psychology Monograph Series II.</p> <p>Ehri, L. (2005a). Development of sight word reading: Phases and findings. In M. Snowling &amp; C. Hulme (Eds.), <i>The science of reading: A handbook</i> (pp. 135-154). Malden, MA: Blackwell.</p> <p>Ehri, L. (2005b). Learning to read words: Theory, findings and issues. <i>Scientific Studies of Reading</i>, 9, 167-188.</p> <p>Ehri, L. C. (2014). Orthographic mapping in the acquisition of sight word reading, spelling memory, and vocabulary learning. <i>Scientific Studies of Reading</i>, 18(1), 5-21.</p> <p>Honing, B., Diamond, L., &amp; Gutlohn, L. (2008). <i>Teaching reading sourcebook</i>. Novato, CA: Arena Press.</p> <p>Hougen, M., &amp; Smartt, S. (2012). <i>Fundamentals of literacy instruction and assessment pre-K-6</i>. Baltimore, MD: Brookes.</p> <p>Moats, L. C. (2005) <i>Language essentials for teachers of reading and spelling (LETRS)</i> Longmont, CO: Sopris West.</p> <p>Moats, L. C. (2010). <i>The speech to print: Language essentials for teachers</i>. Baltimore, MD: Brookes.</p> <p>Neuhaus Education Center. (1992). <i>Alphabet arcs</i>. Houston, TX: Author.</p> <p>Neuhaus, G., E. &amp; Swank, P. R. (2002). Understanding the relations between RAN letters subtest components and word reading in first grade students. <i>Journal of Learning Disabilities</i>, 35(2), 158-174.</p> <p>O'Connor, R. (2014). <i>Teaching word recognition: Effective strategies for students with learning difficulties</i>. New York, NY: Guilford.</p>		
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<p>Participate in reading training with a focus on Fluency</p>		<p>Vaughn, S., &amp; Linan-Thompson, S. (2004). Research-based methods of reading instruction K-3. Alexandria, VA: Association for Curriculum and Supervision.</p> <p>Wolf, M., O'Brien, B., Adams, K. D., Joffe, T., Jeffrey, J., &amp; Lovett, M. (2003). Working for time: Reflections on naming speed, reading fluency, and intervention. In B. R. Foorman (Ed.), Preventing and remediating reading difficulties: Bringing science to scale. (pp. 355-380). Timonium, MD: York Press.</p>		
<p>PR/Award # S371C200007 Page e247</p>	<p>LEA Activity</p>	<p>Connor, C. M., Alberto, P. A., Compton, D. L., &amp; O'Connor, R. E. (2014). Improving reading outcomes for students with or at risk for reading disabilities: A synthesis of the contributions from the Institute of Education Sciences Research Centers (NCSE 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.</p> <p>Dynamic Measurement Group. (2010). Dynamic Indicators of basic early literacy skills NEXT (7th ed.). Eugene, OR: Institute for Development of Educational Achievement.</p> <p>Fuchs, L. S., Fuchs, D., Hamlett, C. L., Walz, L., &amp; Germann, G. (1993). Formative evaluation of academic progress: How much growth can we expect? School Psychology Review, 22(1), 27-48.</p> <p>Fuchs, L. S., Fuchs, D., Hosp, M. K., &amp; Jenkins, J. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. Scientific Studies of Reading, 5(3), 239-256.</p> <p>Good, R. H., Simmons, D. C., &amp; Kame'enui, E. J. (2001). The importance and decision-making utility of a continuum of fluency-based indicators of foundational reading skills for third-grade high-stakes outcomes. Scientific Studies of Reading, 5, 257-288.</p> <p>Hasbrouck, J. (2004, October). Fluency: An overlooked component of effective reading instruction. Presented at a meeting of the Texas Higher Education Collaborative, The University of Texas at Austin, Austin, TX.</p>	<p>Moderate</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as moderate. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>

<p>PR/Award # S371C200007 Page e248</p>		<p>Hasbrouck, J. E. (2010). Educators as physicians: Using RTI data for effective decision making. Wellesley Hills, MA: Gibson Hasrouck &amp; Associates.</p> <p>Hasbrouck, J., &amp; Hougén, M. (2012) . Fluency instruction. In M. Hougén &amp; S. Smart (Eds.), Fundamentals of literacy instruction and assessment PK-K-6. Baltimore, MD: Brookes.</p> <p>Hasbrouck, J. E., &amp; Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. Reading Teacher, 59(7), 636-644.</p> <p>Honig, B., Diamond, L., &amp; Gutlohn, L. (2008). Teaching reading sourcebook. Novato, CA: Arena Press.</p> <p>Hudson, R. F., Lane, H. B., &amp; Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how. Reading Teacher, 58(8), 702-714.</p> <p>Hudson, R. F., Torgesen, J. K., Lane, H. B., &amp; Turner, S. J. (2006). Predictors of decoding fluency: Explaining individual differences in children. Unpublished manuscript. Huey, E. B. (1908). The psychology and pedagogy of reading. Cambridge, MA: MIT Press.</p> <p>Institute of Education Sciences. (2002). National assessment of educational progress: 2002 oral reading study. Washington, DC: U.S. Department of Education.</p> <p>Katzir, T., Youngsuk, K., Wolf, M., O'Brien, B., Kennedy, B., &amp; Lovett, M. (2006). Reading fluency: The whole is more than the parts. Annals of Dyslexia, 56(1), 51-82.</p> <p>Kuhn, M., &amp; Schwanenflugel, P. J. (2006). Fluency-oriented reading instruction: A merging of theory and practice. In K. A. Dougherty Stahl &amp; M. C. McKenna (Eds.), Reading research at work: Foundations of effective practice. New York, NY: Guilford.</p> <p>Kuhn, M., &amp; Stahl, S. (2003). Fluency: A review of developmental and remedial practices. Journal of Educational Psychology, 95, 3-21.</p>		
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<p>Participate in reading training with a focus on Vocabulary</p>		<p>Wolf, M., &amp; Bowers, P. G. (1999). The double-deficit hypothesis for the developmental dyslexias. <i>Journal of Educational Psychology</i>, 91, 415-438.</p> <p>Wolf, M., &amp; Katzir-Cohen, T. (2001). Reading fluency and its intervention. <i>Scientific Studies of Reading</i>, 5(3), 211-239.</p> <p>Wolf, M., Miller, L., &amp; Donnelly, K. (2000). Retrieval, automaticity, vocabulary elaboration, orthography (RAVE-O): A comprehensive, fluency-based reading intervention program. <i>Journal of Learning Disabilities</i>, 33(4), 375-386.</p> <p>Worthy, J. (2005). <i>Readers' Theater for building fluency</i>. New York, NY: Scholastic.</p>		
<p>Board # S371C200007 Page e251</p>	<p>LEA Activity</p>	<p>Anderson, R. C., &amp; Nagy, W. E. (1991). Word meanings. In R. Barr, M. L. Kamil, P. B. Mosenthal, &amp; P. D. Pearson (Eds.), <i>Handbook of reading research</i> (Vol. 2, pp. 690-724). New York, NY: Longman.</p> <p>Anderson, R. C., &amp; Nagy, W. (1992). The vocabulary conundrum. <i>American Educator</i>, 16(4), 14-18, 44-47.</p> <p>Archer, A., &amp; Hughes, C. (2011). <i>Explicit instruction: Effective and efficient teaching</i>. New York, NY: Guilford.</p> <p>Baumann, J. F., &amp; Kame'enui, E. (2004). <i>Vocabulary instruction: Research to practice</i>. New York, NY: Guilford.</p> <p>Baumann, J. F., Kame'enui, E. J., &amp; Ash, G. E. (2003). Research on vocabulary instruction: <i>Voltaire redux</i>. In J. Flood, J. M. Jensen, D. Lapp, &amp; J. R. Squire (Eds.), <i>Handbook on research on teaching the language arts</i> (pp. 752-785). New York, NY: Macmillan.</p> <p>Baumann, J. F., Ware, D., &amp; Edwards, E. C. (2007). Bumping into spicy, tasty words that catch your tongue: A formative experiment on vocabulary instruction. <i>The Reading Teacher</i>, 61(2), 108-122.</p>	<p>Strong</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as strong. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>

<p>PR/Award # S371C200007 Page e252</p>		<p>Bear, D. R., Invernizzi, M., Templeton, S., &amp; Johnston, F. (2014). Words their way: Word study for phonics, vocabulary, and spelling instruction. London, England: Pearson.</p> <p>Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2002). Bringing words to life: Robust vocabulary instruction. New York, NY: Guilford.</p> <p>Beck, I. L., McKeown, M. G., &amp; Kucan, L. (2008). Creating robust vocabulary: Frequently asked questions &amp; extended examples. New York, NY: Guilford.</p> <p>Biemiller, A. (2001). Teaching vocabulary. Early, direct, and sequential. American Educator, 25, 24-28.</p> <p>Blachowicz, C., &amp; Fisher, P. (2005). Teaching vocabulary in all classrooms. Englewood Cliffs, NJ: Prentice Hall.</p> <p>Cunningham, A. E., &amp; Stanovich, K. E. (1997). Early reading acquisition and its relationship to reading experience and ability 10 years later. Developmental Psychology, 33(6), 934-945.</p> <p>Cunningham, A., &amp; Stanovich, K. (1998). What reading does for the mind. American Educator, 22, 8-15.</p> <p>Dale, E. (1965). Vocabulary measurement: Techniques and major findings. Elementary English, 42, 895-901, 948.</p> <p>Ebbers, S. (2003). Vocabulary through morphemes. Longmont, CO: Sopris West.</p> <p>Ebbers, S. A., &amp; Denton, C. A. (2008). A root awakening: Vocabulary instruction for older students with reading difficulties. Learning Disabilities Research &amp; Practice, 23(2), 90-102.</p> <p>Farstrup, A., &amp; Samuels, S. (Eds.). (2008). What research has to say about vocabulary instruction. Newark, DE: International Reading Association.</p> <p>Foorman, B. R., &amp; Schatschneider, C. (2003). Measurement of teaching practices during reading/language arts instruction and its relationship to</p>		
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<p>PR/Award # S371C20006 Page e255</p>		<p>Scott, J. A., &amp; Nagy, W. E. (2004). Developing word consciousness. In J. F. Baumann &amp; E. J. Kame'enui (Eds.), Vocabulary instruction: Research to practice (pp. 106-117). New York, NY: Guilford.</p> <p>Scott, J., Skobel, B. &amp; Wells, J. (2008). The word-conscious classroom: Building the vocabulary readers and writers need. New York, NY: Scholastic.</p> <p>Singson, M., Mahony, D., &amp; Mann, V. (2000). The relation between reading ability and morphological skills: Evidence from derivational suffixes. Reading and Writing: An Interdisciplinary Journal, 12, 219-252.</p> <p>Stahl, S. A., &amp; Nagy, W. E. (2006). Teaching word meanings. Mahwah, NJ: Lawrence Erlbaum. Stahl, S., &amp;</p> <p>Stahl, K. A. (2004). Word wizards all: Teaching word meanings in preschool and primary education. In J. Baumann &amp; E. Kame'enui (Eds.), Vocabulary instruction: Research to practice (pp. 2001-2017). New York, NY: Guilford.</p> <p>Steig, W. (1982). Doctor DeSoto. New York, NY: Farrar, Straus, and Giroux.</p>		
<p>Participate in reading training with a focus on Comprehension</p>	<p>LEA Activity</p>	<p>Adams, M. J. (1990). Beginning to read: Thinking and learning about print. Cambridge: MIT Press.</p> <p>Archer, A., &amp; Hughes, C. (2011). Explicit instruction: Effective and efficient teaching. New York, NY: Guilford.</p> <p>Blachowicz, C., &amp; Ogle, D. (2001). Reading comprehension: Strategies for independent learners. New York, NY: Guilford.</p> <p>Block, C. C., &amp; Pressley, M. (Eds.). (2001). Comprehension instruction: Research-based best practice. New York, NY: Guilford.</p> <p>Bransford, J., &amp; Johnson, M. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. Journal of Verbal Learning and Verbal Behavior, 11, 726-727.</p>	<p>Moderate</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as moderate. <a href="https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf">https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc_foundation_alreading_040717.pdf</a></p>

<p>PR/Award # S371C200007 Page e256</p>		<p>Burns, M. S., Griffin, P., &amp; Snow, C. (1999). <i>Starting out right: A guide to promote student reading success</i>. Washington, DC: National Academy Press. Children's Learning Institute at The University of Texas Health Science Center at Houston. (2009). <i>Elements of understanding: Deeper instruction in reading and listening comprehension. Creating mental images: Coaching to make it happen</i>. Houston, TX: Texas Education Agency and University of Texas System.</p> <p>Collins-Block, C., &amp; Mangieri, J. (2003). <i>Exemplary literacy teachers: Promoting success for all children in grades K-5</i>. New York, NY: Guilford.</p> <p>Collins-Block, C., Rodgers, L., &amp; Johnson, R. (2004). <i>Comprehension process instruction: Creating reading success in grades K-3</i>. New York, NY: Guilford.</p> <p>Connor, C. M., Alberto, P. A., Compton, D. L., &amp; O'Connor, R. E. (2014). Improving reading outcomes for students with or at risk for reading disabilities: A synthesis of the contributions from the Institute of Education Sciences Research Centers (NCSE 2014-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.</p> <p>Coyne, M., Chard, D., Zipoli, R., &amp; Ruby, M. (2007). Effective strategies for teaching comprehension. In M. Coyne, E. Kame'enui, &amp; D. Carnine (Eds.), <i>Effective strategies that accommodate diverse learners</i> (pp. 80–109). Upper Saddle River, NJ: Pearson.</p> <p>Duke, N. K. (2004). The case for informational text. <i>Educational Leadership</i>, 61(6), 40-44.</p> <p>Duke, N. K., &amp; Carlisle, J. (2010). The development of comprehension. In M. L. Kamil, P. D. Pearson, E. B. Moje, &amp; P. P. Afflerbach (Eds.), <i>Handbook of reading research</i> (Vol. IV, pp. 199-228). New York, NY: Routledge.</p> <p>Duke, N. K., &amp; Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. Farstrup &amp; S. J. Samuels (Eds.). <i>What</i></p>		
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<p>Participate in reading training</p>	<p>LEA Activity</p>	<p>Pressley, M. (2006). Reading instruction that works: The case for balanced teaching (2nd ed.). New York, NY: Guilford.</p> <p>RAND Reading Study Group. (2002). Reading for understanding: Toward an R&amp;D program in reading comprehension. Santa Monica, CA: RAND.</p> <p>Rosenshine, B. (2012, Spring). Principles of instruction: Research-based strategies that all teachers should know. American Educator, 36(1), 12-19.</p> <p>Shanahan, T., Callison, K., Carrier, C., Duke, N. K., Pearson, P. D. Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE [REDACTED] Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="http://www.whatworks.ed.gov/publications/practice_guides">http://www.whatworks.ed.gov/publications/practice_guides</a> Taylor, B., Person, P. D., Clark, K., &amp; Walpole, S. (1999). Beating the odds in teaching all children to read (CIERA Report No. 2-006). Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.</p> <p>Tovani, C. (2000). I read it, but I don't get it: Comprehension strategies for adolescent readers. York, ME: Stenhouse.</p> <p>Vaughn, S., Chard, D. J., Pedrotty-Bryant, D., Coleman, M., Tyler, B. J., Linan-Thompson, S., &amp; Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. Remedial and Special Education, 21(6), 325-335.</p> <p>Vaughn, S., &amp; Linan-Thompson, S. (2004). Research-based methods of reading instruction Grades K-3. Alexandria, VA: Association for Curriculum and Supervision.</p> <p>Wigfield, A., &amp; Guthrie, J. T. (2000). Engagement and motivation in reading. Handbook of Reading Research, 3, 403-422.</p>	<p>Strong</p>	<p>What Works Clearinghouse identifies the evidence-level for this practice as strong.</p>
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Gresham, F. M., Gansle, K. A., & Noell, G. H. (1993). Treatment integrity in applied behavior analysis with children. *Journal of Applied Behavior Analysis*, 26, 257-263.

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<p>Provide Training on Implementation Science to Ensure Effective Use of Funds to Implement the Program</p> <p>Agenda #31000007</p>		<p>intermediate grades: A comparison of text difficulty. <i>Journal of Educational Psychology</i>, 94, 474-485.</p> <p>O'Connor, R. E., Fulmer, D., Harty, K., &amp; Bell, K. (2005). Layers of reading intervention in kindergarten through third grade: Changes in teaching and child outcomes. <i>Journal of Learning Disabilities</i>, 38, 440-455.</p> <p>Vaughn, S., Wanzek, J., Murray, C. S., &amp; Roberts, G. (2012). Intensive interventions for students struggling in reading and mathematics: A practice guide. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p> <p>Wilson, B. (2002). <i>The Wilson Reading System</i>. Millbury, MA: Wilson Language Training.</p>		
	SEA Activity	<p>Bertram, R.M., Blase, K.A., &amp; Fixsen, D.L. (2015). Improving programs and outcomes: Implementation frameworks and organization change. <i>Research on Social Work Practice</i>, 25(4), 477–487  <a href="http://www.uh.edu/socialwork/news/events/05292012-bridging%20the%20gap%202013/Bertram-Blase-Fixsen_Improving%20Programs%20and%20Outcomes%20Implementation%20Frameworks_2013.pdf">http://www.uh.edu/socialwork/news/events/05292012-bridging%20the%20gap%202013/Bertram-Blase-Fixsen_Improving%20Programs%20and%20Outcomes%20Implementation%20Frameworks_2013.pdf</a></p> <p>Klingner, J.K., Boardman, A.G., &amp; McMaster, K.L. (2013). What does it take to scale up and sustain evidence-based practices? <i>Exceptional Children</i>, 79(2), 195–211.  <a href="http://forumfyi.org/files/CSR_Colorado_What_does_it_take_to_Scale_up.pdf">http://forumfyi.org/files/CSR_Colorado_What_does_it_take_to_Scale_up.pdf</a></p>	Moderate	<p>The National Implementation Research Network identifies the evidence-level as moderate.</p> <p>National Implementation Research Network  (NIRN): <a href="https://nirn.fpg.unc.edu/">https://nirn.fpg.unc.edu/</a>  <a href="https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf">https://nirn.fpg.unc.edu/sites/nirn.fpg.unc.edu/files/resources/NIRN-MonographFull-01-2005.pdf</a></p> <p>Regional Education Laboratories  Mid-Atlantic:  <a href="https://ies.ed.gov/ncee/edlabs/regional/midatlantic/askarel_83.asp">https://ies.ed.gov/ncee/edlabs/regional/midatlantic/askarel_83.asp</a></p> <p>What Works Clearinghouse:  <a href="https://ies.ed.gov/ncee/edlabs/info-graphics/pdf/REL_SE_Roles_and_Responsibilities_of_Implementation_Team_Members.pdf">https://ies.ed.gov/ncee/edlabs/info-graphics/pdf/REL_SE_Roles_and_Responsibilities_of_Implementation_Team_Members.pdf</a>  <a href="https://ies.ed.gov/ncee/edlabs/regional/west/westFiles/pdf/REL-West-CPP-5-2-2-2-Lit-Review-508.pdf">https://ies.ed.gov/ncee/edlabs/regional/west/westFiles/pdf/REL-West-CPP-5-2-2-2-Lit-Review-508.pdf</a></p>



# **Developing a Thriving Reader From the Early Years:** A Continuum of Effective Literacy Practices

## **A Guide for Practitioners**



When Arizona Reads, Arizona Thrives

# ATTENDANCE

## in the early grades



Many of our youngest students miss 10 percent of the school year—about 18 days a year or just two days every month. Chronic absenteeism in kindergarten and pre-K can predict lower test scores, poor attendance, and retention in later grades, especially if the problem persists for more than a year. Do you know how many young children are chronically absent in your school or community?

### Who Is Affected

Kindergarten and 1st grade classes often have absenteeism rates as high as those in high school. Many of these absences are excused, but they still add up to lost time in the classroom.

**1 IN 10 KIDS**  
in kindergarten and 1st grade is chronically absent. In some schools, it's as high as 1 in 4.<sup>1</sup>



**2 IN 10**  
low-income kids miss too much school. They're also more likely to suffer academically.<sup>1</sup>



**2.5 IN 10**  
homeless kids are chronically absent.<sup>2</sup>



**4 IN 10**  
transient kids miss too much school when families move.<sup>1</sup>



<sup>1</sup> Chang, Hedy; Romero, Mariajose. Present, *Engaged and Accounted For: The Critical Importance of Addressing Chronic Absence in the Early Grades*, National Center for Children in Poverty, NY: NY, September 2008.

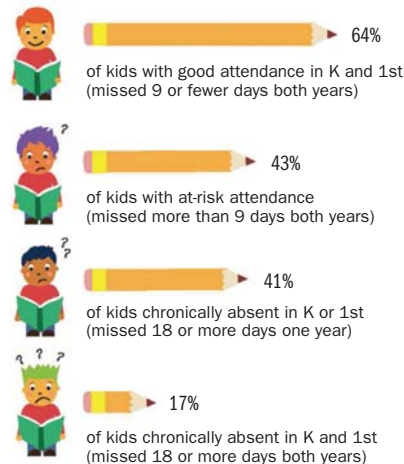
<sup>2</sup> *Chronic Absence in Utah*, Utah Education Policy Center at the University of Utah, 2012.

### Why It Matters

If children don't show up for school regularly, they miss out on fundamental reading and math skills and the chance to build a habit of good attendance that will carry them into college and careers.

Preliminary data from a California study found that children who were chronically absent in kindergarten and 1st grade were far less likely to read proficiently at the end of 3rd grade.

#### WHO CAN READ ON GRADE LEVEL AFTER 3RD GRADE?<sup>3</sup>



<sup>3</sup> *Attendance in Early Elementary Grades: Association with Student Characteristics, School Readiness and Third Grade Outcomes*, Applied Survey Research, May 2011.

### What We Can Do



#### ENGAGE FAMILIES

Many parents and students don't realize how quickly early absences can add up to academic trouble. Community members and teachers can educate families and build a culture of attendance through early outreach, incentives, and attention to data.



#### FIX TRANSPORTATION

The lack of a reliable car, or simply missing the school bus, can mean some students don't make it to class. Schools, transit agencies, and community partners can organize car pools, supply bus passes, or find other ways to get kids to school.

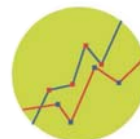
#### ADDRESS HEALTH NEEDS

Health concerns, particularly asthma and dental problems, are among the leading reasons students miss school in the early grades. Schools and medical professionals can work together to give children and families health care and advice.



#### TRACK THE RIGHT DATA

Schools too often overlook chronic absence because they track average attendance or unexcused absences, not how many kids miss too many days for any reason. Attendance Works has free data-tracking tools.



These are a few steps that communities and schools can take. How do you think you can help?

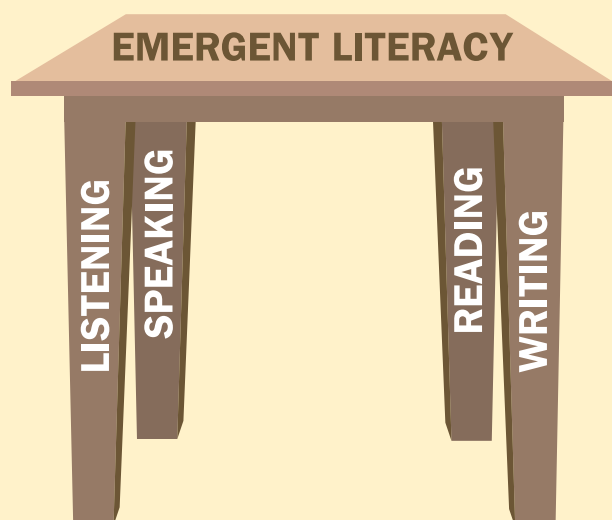
To learn more about how attendance affects academic success, go to [www.attendanceworks.org](http://www.attendanceworks.org)

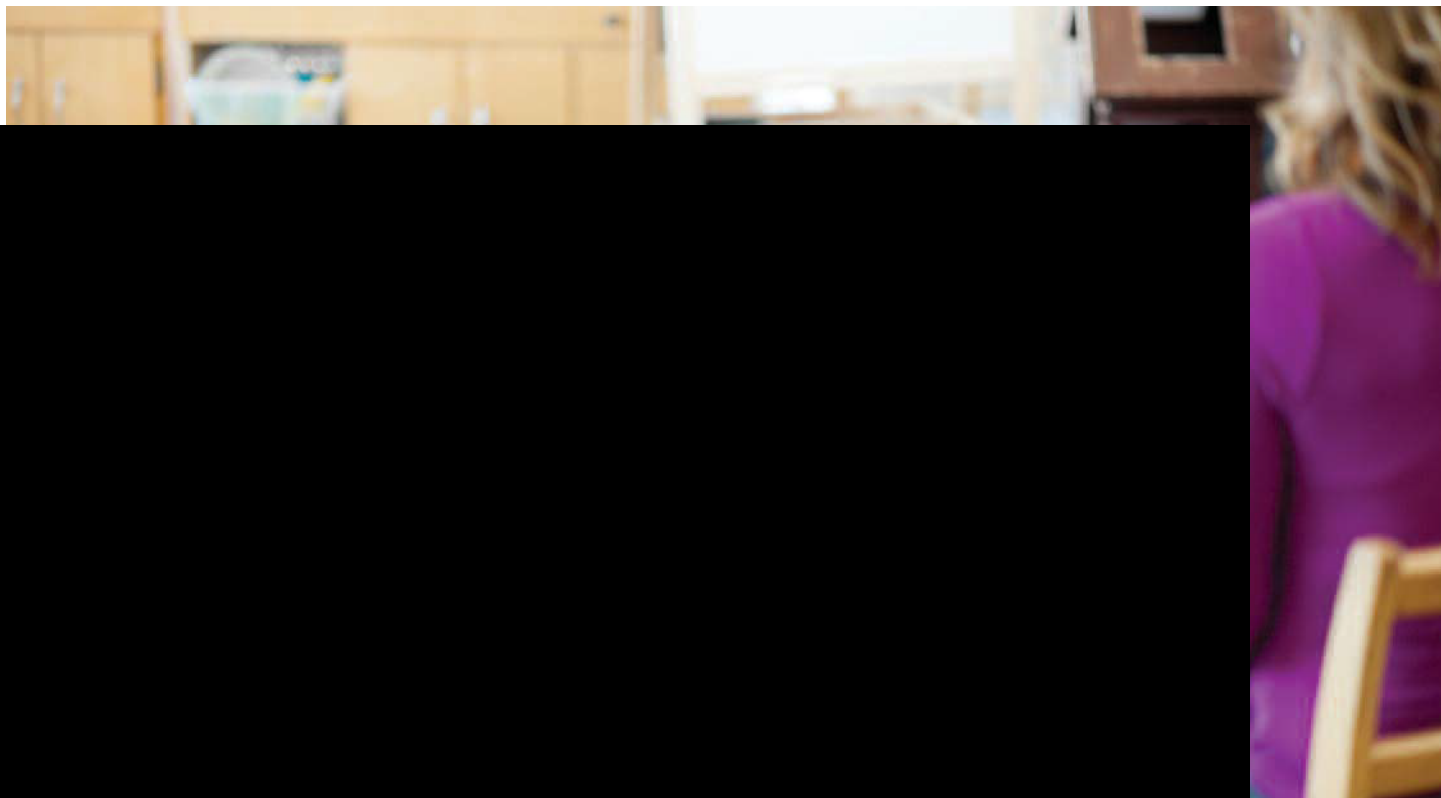
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## The Four Legs of Emergent Literacy

Think of the four table legs represented here as the four components that form the foundation of literacy. When all four components are in place, the table is in balance. If one is uneven, the child's emergent literacy skills are out of balance and that skill needs a little bolstering. For successful literacy development, all four skills need to be evenly developed in children.





## A Continuum of Effective Literacy Practices: A Guide for Practitioners

Reading is vital to a child's ability to learn and be successful in school. But a child's ability to read doesn't happen automatically. Children develop important language skills from birth—and early language abilities are directly related to later reading abilities.

The key to literacy is a progression of skills that begins with the ability to understand spoken words and decode written words, and culminates in the deep understanding of text and written communication. Reading development involves a range of complex language foundations including awareness of speech sounds, spelling patterns, word meaning, grammar, and patterns of word formation, all of which provide a necessary platform for reading fluency and comprehension.

A Continuum of Effective Literacy Practices Task Force was formed in the early part of 2013 to help Read On Arizona align the work of the Arizona Literacy Plan, articulate the components demonstrated in effective practices in the implementation of those standards, and highlight examples of the comprehensive approach critical to success on the state's path to third-grade reading proficiency. This approach recognizes that a reader's journey starts from birth and there are strong components and critical milestones that guide the development of a healthy reader.

This tool was devised specifically for practitioners to be a guide for defining the early literacy system for Arizona. Grounded in the Arizona Infant and Toddler Guidelines, Arizona Early Learning Standards, and Arizona's English Language Arts Standards, this tool is meant to be a resource for all adults who work with young children in Arizona.

*Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices* defines the knowledge and skills that serve as the foundation for meaningful early learning experiences at every age. Moreover, it identifies essential concepts and skills that children are expected to have acquired by the end of key milestone ages, and how adults in their lives can assess where they are at on the continuum and what the next stage is in their literacy development. Having a set of generally agreed-upon guidelines helps caregivers work together to help children grow and learn. (Note: As used in this document, the term "caregivers" refers to parents, families, child-care professionals, educators, and other adults who impact a child's literacy development.) The intent is that these skills are developmental by design and every child reaches these milestones at his or her own unique pace, independent of where he or she spends the first five years or goes to school.

This publication is meant to be a blueprint to help build Arizona's readers. It is not meant as an assessment or evaluative tool, but rather a map to guide the support and development of readers to meet their full potential.

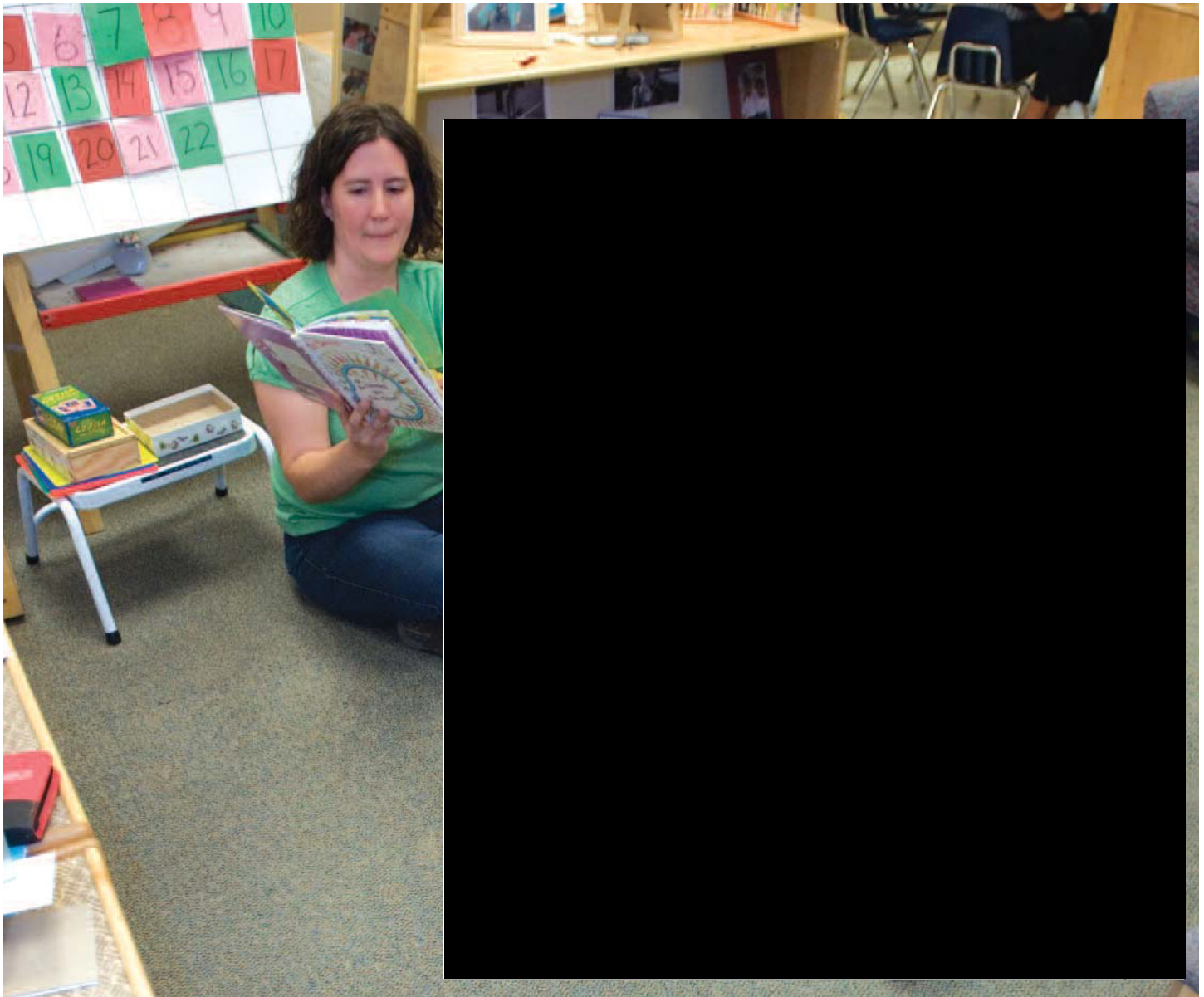
### How to Use This Tool:

- To help early educators inform parents and families about their children's learning milestones
- To contribute to a unified vision for the early language and literacy continuum in Arizona
- To provide a framework for implementing high-quality early literacy programs

### How NOT to Use This Tool:

- As standalone teaching practices or materials
- As a checklist of competencies
- As a standalone curriculum or program

The hope is that these components will guide early care and education practices related to literacy, such as curriculum and assessment choices, to ensure that children receive every opportunity to make progress in a range of contexts and across learning areas, setting a child up for success in school, career, and life.



## Acknowledgments

Read On Arizona would like to acknowledge the national, state, and regional contributors that assisted with the creation of *Developing a Thriving Reader from the Early Years: A Continuum of Effective Literacy Practices*. Their input and guidance in the development of the continuum tool, utilizing their cumulative years of experience and literacy expertise, were invaluable.

In addition, Read On Arizona would like to thank all of the task force members for their literacy expertise and professionalism, their collaborative spirit, their dedication to creating this tool to help Arizona devise an early literacy system, and the commitment to a comprehensive approach to literacy that they demonstrated in building this continuum tool.

Task Force members include:

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- *Stephanie Willis*, Program Specialist, Family Support and Literacy, First Things First

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- Arizona State University
- Campaign for Grade-Level Reading
- First Things First
- Head Start State Collaboration Office
- Make Way for Books
- National Center for Family Literacy
- New America Foundation
- Southwest Human Development
- *Karen Werner*, consultant, KWink media

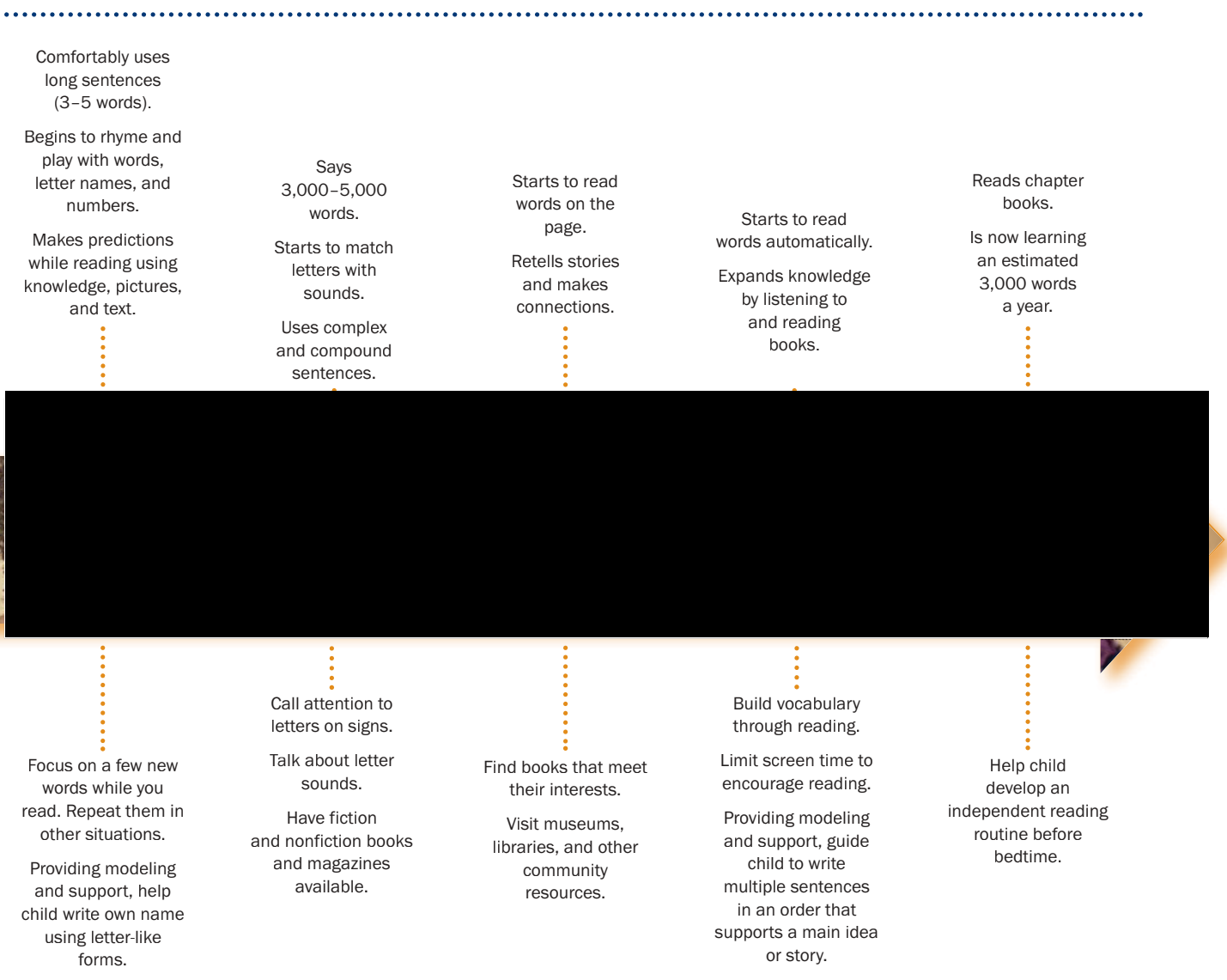
# BUILDING BLOCKS TO BECOMING A READER (BIRTH THROUGH THIRD GRADE, AGE 8)

## A reader's typical milestones

### At various ages, a child...



### Various ways adults can interact at these ages...



**Ways adults can support children's language, reading, and writing**

- Talk and read to your child in your native language so he or she is exposed to a rich vocabulary.
- Sing songs and play games.
- Babies enjoy being held and talked to while looking at simple picture books.
- Make reading a daily routine.
- Toddlers like to look at pictures while lifting flaps and feeling textures and hearing rhymes.
- Elaborate on what they say to increase their language, then tell your own stories about everyday life—and encourage them to tell theirs.
- Children ages 4 to 9 enjoy longer stories and repeated reading of favorite books.
- It is valuable for children's language growth to hear great stories that are beyond their reading ability. It is also fun for adults and children alike to read together.
- Make a point of reading chapter books out loud—listening is tough work for kids at first, but becomes easier with practice.
- While this chart shows typical development, children with special needs or who have experienced trauma may be developing on a slightly delayed continuum. Adults can support them with activities at a level aligned with their development.

## Key Milestones for What a Child Should Know or Do **Between Birth and 36 Months**

Indicators establish the developmental benchmarks that most children display at a particular age for each learning goal. Seen together, the indicators show the progression of development over time. It's important to remember that all children develop at a different pace and follow varied patterns of development. These milestones are meant to be GUIDELINES for skills children are working on in an age range.

### 5 KEY COMPONENTS OF EARLY LITERACY BEHAVIORS FROM BIRTH TO 36 MONTHS:

#### 1. Practicing/Modeling

**Conversations:** Back-and-forth games that model the “taking turn” practice of having a conversation

#### 2. Looking and

**Recognizing:** How children interact with pictures in books, and behaviors that show a beginning understanding of pictures

#### 3. Story-Reading

**Behaviors:** Behaviors that include verbal interactions and increasing understanding of print in books, such as babbling in imitation of reading or running fingers along printed words

#### 4. Picture and Story

**Comprehension:** Behaviors that show a child's understanding of pictures or events in a book, such as imitating an action seen in a picture or talking about an event in a story

#### 5. Book-Handling

**Behaviors:** Child's physical manipulation or handling of books, such as page turning or chewing

### INDICATORS OF DEVELOPING EMERGENT LITERACY

- Shows interest in songs, rhymes, and stories
- Shows interest in photos, pictures, and drawings
- Develops interest in and involvement with books and other print materials
- Begins to recognize and understand symbols

elines.

#### Young Infant (Birth to 6 Months)

- Starts to babble
- Kicks feet or moves arms in response to rhythm of music
- Looks at and attends to pictures of other babies or faces
- Looks at books, pats the pictures, or brings book to mouth
- Listens and attends to repetitions of familiar words, songs, or rhymes
- Hits buttons with pictures on toys to hear or reproduce sounds
- Recognizes his or her name
- Visualizes words and their meanings when hearing them

#### Older Infant (6 to 18 Months)

- Makes motions for familiar games, such as “pat-a-cake” or other rhymes and finger plays
- Points at or names objects, animals, or people in photos, pictures, and drawings
- Sings or joins in on familiar songs with adult
- Turns pages of books, looks at the pictures, and uses sounds or words
- Makes marks on a paper with a large crayon or marker
- Understands basic instructions, especially if given vocal clues or gestures
- Imitates sounds or familiar words of home language or speech
- Says 10–20 words, mostly nouns
- Follows some simple commands
- Pretends to read books

#### Toddler (By 36 Months)

- Knows several simple songs, rhymes, or stories
- Looks at, turns pages, and names people or objects in picture books
- Brings favorite books for adult to read
- Makes scribbles or shapes on paper to convey meaning
- Handles objects such as board books and alphabet blocks during play
- Understands how books should be handled
- Says 15–300 words
- Listens to stories
- Listens with comprehension and follows two-step directions
- Begins to pay attention to specific print, such as the first letters of his or her name

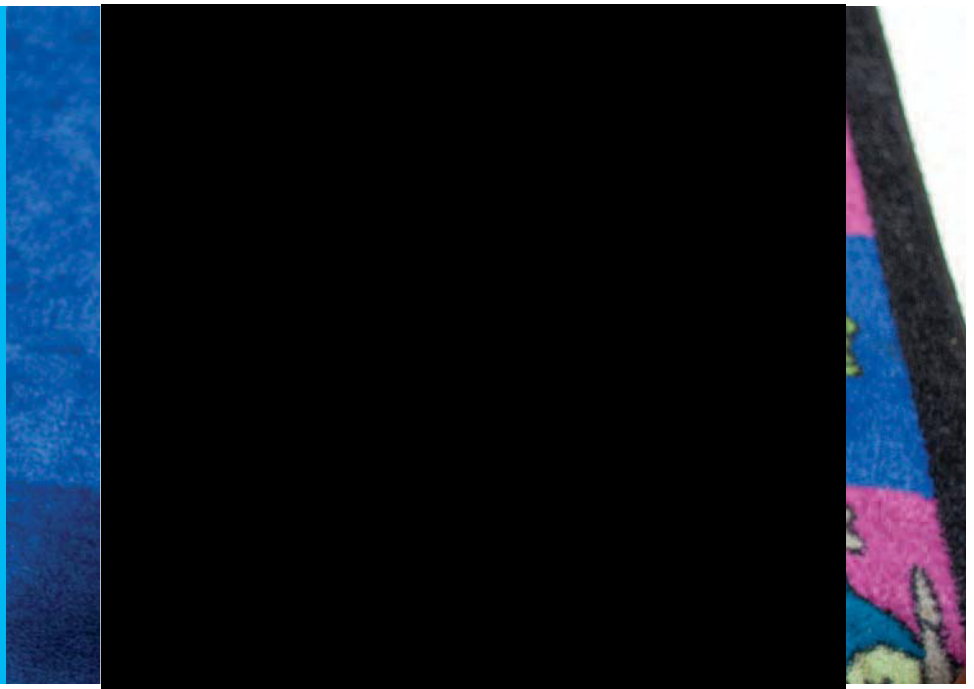
For a summary of Arizona's Infant and Toddler Guidelines, go to [www.aztf.gov](http://www.aztf.gov)

PR Award # S3740200007

## The Prenatal Connection

Early and consistent obstetrics care and good maternal health practices—including eating well, getting adequate exercise, and avoiding smoking and alcohol—contribute to the development of healthy and eager-to-learn babies.

In addition to this, experts believe that babies begin learning the foundations of language while they are in the womb. Babies in utero learn to recognize their mothers' voices and associate them with security and warmth. Many researchers and doctors believe that singing, reading, and talking to a baby in the womb has a positive effect on fetal development and also creates a bonding experience between mother, baby, and anyone else who participates in the experience.



### EXAMPLES of key components and strategies adults can use to promote emergent literacy:

#### Young Infant (Birth to 6 Months)

Before a child is talking:

- Model early words. Repeat a sound and add a second sound, combining both to make a simple word.
- Use parallel talk. Describe what the child is doing in simple terms.
- Attach a label to an object or an action.
- Say the name of objects as you touch or point to them and tell the child what you are doing, e.g., "I'm looking for your bib."
- Talk, sing, repeat rhymes, do finger plays, or tell stories.
- Show baby pictures of family members or photos of other babies and young children.
- Provide cloth or cardboard picture books for baby to hold and look at.
- Identify and talk about familiar pictures or symbols on toys and household objects.
- Use books with simple, large pictures or designs with bright colors.
- Offer brightly colored "chunky" board books to touch and taste or washable cloth books to cuddle and mouth.

#### Older Infant (6 to 18 Months)

- Repeat favorite songs, stories, rhymes, or finger plays on a regular basis when interacting with baby.
- Make a photo or picture book for baby with some favorite people, animals, and things.
- Choose books for baby that have clear, colorful pictures with simple text.
- Provide opportunities to explore and use writing materials, such as large crayons, markers, and paper.
- Offer:
  - Sturdy board books they can carry
  - Books with photos of children doing familiar things, such as sleeping or playing
  - Goodnight books for bedtime
  - Books about saying hello and goodbye
  - Books with only a few words on each page
  - Books with simple rhymes or predictable text
  - Animal books of all sizes and shapes
  - Consistent story time one-on-one (on a lap, at mealtime, at bedtime) or in a group

When a child is beginning to talk, support the child's efforts with narrative talk using modeling, parallel talk, labeling, and self-talk. In addition:

- Expand language.
- Repeat and expand a child's words into a complete sentence.
- Ask open-ended questions.
- Provide sufficient time for child to respond.

#### Toddler (18 to 36 Months)

- Sing songs with motions and do simple finger plays that toddler can imitate.
- Talk about favorite pictures, drawings, or photos and name the people and things in the pictures.
- Make board books available for toddler to look at, turn pages, and talk about with you and others.
- Provide opportunities to explore writing tools, such as large crayons or markers with paper, and allow time for scribbling and drawing.
- Utilize group interaction in storytelling (including question/answer and back-and-forth between adult and child).
- Offer:
  - Books that tell simple stories
  - Simple rhyming books they can memorize
  - Books about counting, the alphabet, shapes, or sizes
  - Animal books, vehicle books, books about playtime
  - Books with familiar characters
  - Books about opposites
  - Informational books about the world around them
  - Paper and chubby crayons to practice early writing
  - Consistent story time, one-on-one (on a lap, at mealtime, at bedtime) or in a group

# Key Milestones for What a Child Should Know or Do **Between 3 and 4 Years Old**

## 5 KEY COMPONENTS OF EARLY LITERACY STRATEGIES FOR 3 AND 4 YEAR OLDS:

- 1. Reading aloud to children in an interactive and conversational style**
- 2. Promoting children's phonological skill development by playing with the separate sounds within spoken words**
- 3. Familiarizing children with letters of the alphabet and corresponding sounds**
- 4. Providing opportunities for children to experiment with writing**
- 5. Fostering an understanding of print concepts**

### INDICATORS OF DEVELOPING EMERGENT LITERACY

- Receptive language understanding
- Expressive language and communication skills
- Vocabulary
- Phonological awareness
- Alphabet knowledge
- Comprehension
- Early writing, processes, and writing application
- Concepts of print
- Book-handling skills

*Note: The indicators used throughout this report align and connect with Arizona Early Learning Standards.*

### EXAMPLES of behaviors that show development of language and emergent literacy (with proper modeling and support):

#### The child demonstrates understanding of directions, stories, and conversations.

- Demonstrates understanding of a variety of finger plays, rhymes, chants, poems, conversations, and stories
- Actively engages in finger plays, rhymes, chants, poems, conversations, and stories
- Follows directions that involve one step, two steps, and a series of unrelated sequences of action

#### The child uses verbal and nonverbal communication for a variety of purposes to share observations, ideas, and experiences, problem-solve, reason, predict, and seek new information.

- Communicates needs, wants, ideas, and feelings through three- to five-word sentences
- Makes relevant responses to questions and comments from others
- Initiates, sustains, and expands conversations with peers and adults

#### The child understands and uses increasingly complex vocabulary.

- Demonstrates use of vocabulary in oral language to express ideas and events
- Uses category labels and names objects within a category, e.g., fruit, vegetable, animal, transportation, etc.
- Uses words that indicate position and direction, e.g., in, on, out, under, off, beside, behind

#### The child understands the connection between spoken and written words.

- Demonstrates and understands that print conveys meaning and that each spoken word can be written and read
- Recognizes that letters are grouped to form words
- Recognizes own written name and the written names of friends and family
- Recognizes letters in environmental print, such as on street signs, cereal boxes, and logos

#### The child demonstrates how to handle books appropriately and with care.

- Holds a book right-side up with the front cover and understands left-to-right and top-to-bottom directionality
- Identifies where in the book to begin reading
- Understands a book has a title, author, and/or illustrator

#### The child develops awareness that language can be broken into words, syllables, and smaller units of sounds.

- Identifies and produces rhyming words
- Recognizes spoken words that begin with the same sound
- Identifies and discriminates syllables in words

#### The child demonstrates knowledge of the alphabet.

- Discriminates letters from other shapes and symbols
- Matches and recognizes similarities and differences in letters
- Demonstrates knowledge of the alphabet and recognizes as many as 10 letters, especially those in own name and in the names of family and friends

#### The child shows an interest in books and comprehends books read aloud with increasing text complexity.

- Takes an active role in reading activities
- Asks and answers a variety of questions about books or stories told or read aloud
- Draws connections between story events and personal experiences
- Identifies events and details in the story and makes predictions

#### The child uses writing materials to communicate ideas.

- Uses a variety of writing tools, materials, and surfaces to create drawings or symbols
- Writes own name using letter-like forms or conventional print
- Intentionally uses scribbles/writing and inventive writing to convey meaning, ideas, or to tell a story

For a summary of the Arizona Early Learning Standards, go to [www.azed.gov/standards-practices](http://www.azed.gov/standards-practices)

**EXAMPLES of teacher, caregiver, and family strategies that show development of language and emergent literacy:**

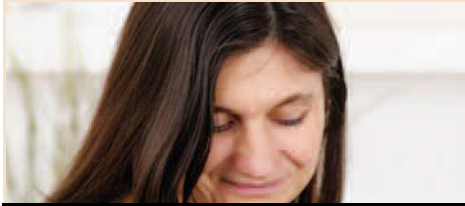
Suggestions for modeling words:

- Provide high-quality vocabulary instruction throughout the day.
- Teach essential content words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions not yet learned.
- Read stories that focus on sounds, rhyming, and alliteration; recite nursery rhymes.
- Play word games that are focused on letters in the child's name.
- Write the letters of the child's name on a strip of paper, then cut letters apart.
- Look for things that have letters of the child's name.
- Have the child create his or her own alphabet library using a scrapbook.
- Offer paper, crayons, markers, and other materials for early print activities.

What to do when reading to a child:

- Allow the child to select books of interest to him or her.
- Take the time to point out the title and illustrations of a book.
- Follow the text of the book using your finger.
- Have the child point to characters/objects/pictures in the book.
- Ask questions about what is happening in the story.
- Pause at the end of a line and allow the child to fill in the word.

## Interactive Shared Reading *Dialogic Reading—Having a Conversation While Reading*



### During reading:

- Read expressively.
- Focus on introduced vocabulary words.
- Ask open-ended questions to promote discussion.
- Evaluate and expand on the child's response.

Repeat the initial question to check that the child understands the new information.

### After reading:

Encourage the child to retell the elements of the story (looking for sequence of events and important details).

Encourage the child to make connections between the events in the story and experiences they have had.

### Appropriate prompts to encourage interaction:

Completion questions encourage a child to finish a phrase.

Recall questions help check the child's understanding.

### Before reading:

- Considering the child's interests, carefully select a book that has rich narrative, interesting content, detailed illustrations, and appropriate vocabulary.
- Read through and identify where you will introduce targeted vocabulary.
- Before reading, show objects and pictures as ways to introduce new words.
- Ask questions.

- Open-ended questions increase the amount of dialogue about a book.
- "Wh" questions (who, what, where, when, and why) can help teach new vocabulary.
- Distancing prompts (sometimes referred to as self-to-text questions) encourage the child to connect the story to experiences in his or her own life.
- Allow sufficient time for child to respond.

## Incorporating Literacy Awareness into Activities and Daily Routines:

### Skills-based instruction (should be systemic, explicit, intentional, and provide opportunities for practice):

- Provided either in small groups of three to five children, or one-on-one
- Happens consistently: two to three times each week, or even daily
- Takes place in sessions that last from 15 to 30 minutes, based on the interests and needs of the children
- Includes both synthesis and analysis activities (Note: It is most effective when activities are integrated with alphabet knowledge.)
- Informed by data to ensure proper grouping
- Activities are meaningful and with a purpose to promote deep engagement

### Phonological awareness instruction:

- Identify onsets with rime.
- Blend syllables.
- Blend phonemes.
- Delete sounds.
- Change the onset.

Meaning-focused (contextual or knowledge-focused) activities are important in the development of an emerging reader.

### Phonological awareness instruction paired with alphabet knowledge:

- Show a letter and ask the child to point out the same letter.
- Ask children to discriminate between different letters, e.g., "Point to the letter T."
- Use children's printed names in a variety of ways such as identifying helpers, choosing who will play in particular learning areas, and determining who is ready to line up for outside play.

### Key findings show a focus on vocabulary is essential!

- Because vocabulary is foundational to the learning of the more complex oral language skills, an instructional focus on vocabulary is critical.

# Key Milestones for What a Child Should Know or Do During Kindergarten, Age 5

## ARIZONA'S DEFINITION OF SCHOOL READINESS

Arizona's young children will demonstrate school readiness through the Essential Domains of Language and Literacy development, Cognition and General Knowledge (including early mathematics and early scientific development), Approaches to Learning (curiosity, initiative, persistence, creativity, problem-solving and confidence), Physical Well-Being and Motor Development and Self-Regulation of Attention and Emotion (including Social and Emotional Development). Intentional development of skills and knowledge in these domains establishes a critical foundation for children to engage in and benefit from opportunities to learn.

Source: Arizona Department of Education  
School Readiness Framework

## INDICATORS OF DEVELOPING EMERGENT LITERACY (with prompting and support in some cases)

- Speaking and listening
- Language
- Reading standards for literature and informational text
- Early writing, processes, and writing application
- Writing foundational skills
- Reading foundational skills:
  - (a) Phonemic awareness
  - (b) Phonics
  - (c) Vocabulary development
  - (d) Reading fluency
  - (e) Reading comprehension

Note: The indicators used throughout this report align and connect with Arizona's English Language Arts Standards.

## EXAMPLES of behaviors that show development of language and emergent literacy:

### Reading Standards for Literature

- Understand key ideas, characters, and setting in a story or poem
- Ask and answer questions about stories and poems, such as who, what, when, where, why and how
- Retell key details from a story or poem
- Ask and answer questions about unknown words in a text

### Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details from an informational text
- Distinguish the key features in an informational text

### Reading Standards: Foundational Skills

- Understand the organization and basic features of print
- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words and different syllable types
- Use phonics to write words and express thoughts and ideas in writing
- Read sight words and decodable texts with simple decodable words



### Writing Standards

- Use a combination of drawing, dictating, and writing to craft texts with different purposes
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poetry, and informational texts
- Make connections across content areas into the world around them

### Writing Foundations Standards

- Write upper and lowercase manuscript letters to communicate ideas
- Separate simple words into their syllables
- Write letters to represent the sounds heard in words
- Write frequently used words

### Speaking and Listening Standards

- Listen actively
- Speak in complete sentences for effective communication
- Share ideas with peers
- Ask and answer questions to clarify understanding
- Tells or retells personal experience or a creative story in a logical sequence

### Language Standards

- Use common nouns and verbs
- Pluralize words by adding "s" or "es"
- Recognize and name end punctuation
- Sort common words into categories
- Ask and answers questions about unknown words
- Use words and phrases learned from conversation and readings

For a full summary of the standards for English Language Arts,  
go to <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards>.  
PR/Award # S371C200007

# Key Milestones for What a Child Should Know or Do During First Grade, Age 6

## INDICATORS OF DEVELOPING EMERGENT LITERACY (with prompting and support in some cases)

- Speaking and listening
- Language
- Reading standards for literature and informational text
- Early writing, processes, and writing application
- Writing foundational skills
- Reading foundational skills:
  - (a) Phonemic awareness
  - (b) Phonics
  - (c) Vocabulary development
  - (d) Reading fluency
  - (e) Reading comprehension

*Note: The indicators used throughout this report align and connect with Arizona's English Language Arts Standards.*

## EXAMPLES of behaviors that show development of language and emergent literacy:

### Reading Standards for Literature

- Read purposefully and actively
- Ask and answer key questions about a text, such as who, what, when, where, why and how
- Retell stories, focusing on the main idea
- Use key details to describe the characters, setting and major events in a story
- Identify who is narrating the story

### Reading Standards for Informational Text

- Ask and answer questions about the world around them
- Retell key details of an informational text, focusing on the main idea
- Use the illustrations in a text to help explain its main idea
- Identify and use text features such as headings, tables, glossaries and icons
- Identify reasons an author gives to support an idea

### Reading Standards Foundational Skills

- Recognize and orally manipulate sounds
- Blend sounds to read written words with accuracy and fluency
- Read and recognize sight words, word endings, and different syllable types
- Read with purpose and understanding

### Writing Standards

- Write opinion and explanatory pieces, supplying reasons to support ideas
- Write stories with sequenced events and details that indicate what happened in the story
- Participate in shared research projects
- Recall information from experience or learning in order to answer a question
- Explore digital tools for effective communication
- Generate ideas for writing from reading stories, poems, and informational texts
- Make connections across content areas into the world around them

### Writing Foundations Standards

- Write all upper and lowercase manuscript letters to communicate ideas
- Use correct spelling for words, allowing others to understand written work
- Correctly spell frequently used words
- Apply phonetic knowledge when writing

### Speaking and Listening Standards

- Listen actively
- Participate in discussions with peers and adults
- Ask and answer questions about texts and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts and feelings in a variety of ways

### Language Standards

- Use a variety of nouns, verbs, and adjectives to express ideas
- Produce and build on complete sentences
- Capitalize dates and names of people

For a full summary of the standards for English Language Arts,  
go to <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards>.

PR/Award # S371C200007

# Key Milestones for What a Child Should Know or Do During **Second Grade, Age 7**

## INDICATORS OF DEVELOPING EMERGENT LITERACY

- **Speaking and listening**
- **Language**
- **Reading standards for literature and informational text**
- **Early writing, processes, and writing application**
- **Writing foundational skills**
- **Reading foundational skills:**
  - (a) **Phonemic awareness**
  - (b) **Phonics**
  - (c) **Vocabulary development**
  - (d) **Reading fluency**
  - (e) **Reading comprehension**

*Note: The indicators used throughout this report align and connect with Arizona's English Language Arts Standards.*

### EXAMPLES of behaviors that show development of language and emergent literacy:

#### Reading Standards for Literature

- Independently and proficiently read and understand a variety of literature from multiple cultures
- Identify key characteristics of literature
- Describe the overall structure of a story or poem
- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a story or poem
- Determine the central idea of a story or poem
- Compare and contrast versions of the same story by different authors or cultures

#### Reading Standards for Informational Text

- Ask and answer questions, such as who, what, when, where, why, and how, to show understanding of a text
- Identify main idea of a multi-paragraph text, including what an author wants to explain, describe, or answer
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Make connections between a series of historical events, scientific ideas or steps in technical procedures
- Compare and contrast important points between two texts of the same topic

#### Reading Standards Foundational Skills

- Read words with common prefixes and suffixes
- Read irregularly spelled words
- Read with purpose and understanding

#### Writing Standards

- Write opinion and explanatory pieces that include reasons to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, details that describe actions and thoughts, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Participate in shared research projects
- Gather information from provided sources to answer a question

#### Writing Foundations Standards

- Properly identify the sounds in words
- Spell irregular and pattern-based words
- Use proper manuscript letter formation when writing

#### Speaking and Listening Standards

- Engage in a range of discussions with different partners, listening actively and speaking clearly
- Ask and answer questions about information from readings and presentations to clarify understanding
- Integrate reading skills to present ideas, thoughts, and feelings in a variety of ways

#### Language

- Use correct grammar when writing or speaking
- Use understanding of root words, prefixes, and suffixes to determine the meaning of unfamiliar words
- Use glossaries and dictionaries to determine the meaning of unknown words
- Demonstrate command of the conventions of capitalization, punctuation, and spelling

For a full summary of the standards for English Language Arts,  
go to <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards>.

PR/Award # S371C200007

# Key Milestones for What a Child Should Know or Do During **Third Grade, Age 8**

## INDICATORS OF DEVELOPING EMERGENT LITERACY

- **Speaking and listening**
- **Language**
- **Reading standards for literature and informational text**
- **Early writing, processes, and writing application**
- **Writing foundational skills**
- **Reading foundational skills:**
  - (a) **Phonemic awareness**
  - (b) **Phonics**
  - (c) **Vocabulary development**
  - (d) **Reading fluency**
  - (e) **Reading comprehension**

*Note: The indicators used throughout this report align and connect with Arizona's English Language Arts Standards.*

### EXAMPLES of behaviors that show development of language and emergent literacy:

#### Reading Literature Standards

- Proficiently and independently read a wide variety of grade-level appropriate literature
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level literature
- Demonstrate understanding of how parts of a text, such as chapters, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Distinguish their point of view from that of the narrator or characters
- Compare and contrast themes, settings, and plots of stories

#### Reading Informational Standards

- Proficiently and independently read a wide variety of grade-level appropriate informational texts
- Demonstrate understanding of how parts of a text, such as specific paragraphs, build on each other
- Determine the central idea of a text and how key details contribute to that central idea
- Locate evidence in the text to support answers and opinions
- Make connections between a series of historical events, scientific ideas or steps in technical procedures

- Find the meaning of key vocabulary words in informational texts
- Use various text features, such as glossaries, icons and indexes, to locate key facts and information
- Apply a variety of strategies to comprehend, recount and paraphrase grade-level informational text
- Compare and contrast the most important points from two texts on the same topic

#### Reading Foundational Skills

- Read words with common prefixes and suffixes, focusing on Latin suffixes
- Read irregularly spelled words
- Read text with purpose and understanding, self-monitoring understanding

#### Writing Standards

- Write opinion and explanatory pieces that include evidence to support ideas, linking words, and a conclusion
- Write narratives that include a clear sequence of events, descriptive details, dialogue, and words that indicate a change in time
- Revise writing based on feedback from adults and peers
- Conduct short research projects
- Gather information from sources to answer a question
- Produce writing that is organized for specific task, audience and purpose

#### Writing Foundational Skills

- Read, write and transcribe using manuscript and cursive writing
- Spell regular two and three syllable words and single syllable words with less common spellings
- Use resources such as dictionaries and thesauri to check spellings

#### Speaking and Listening Standards

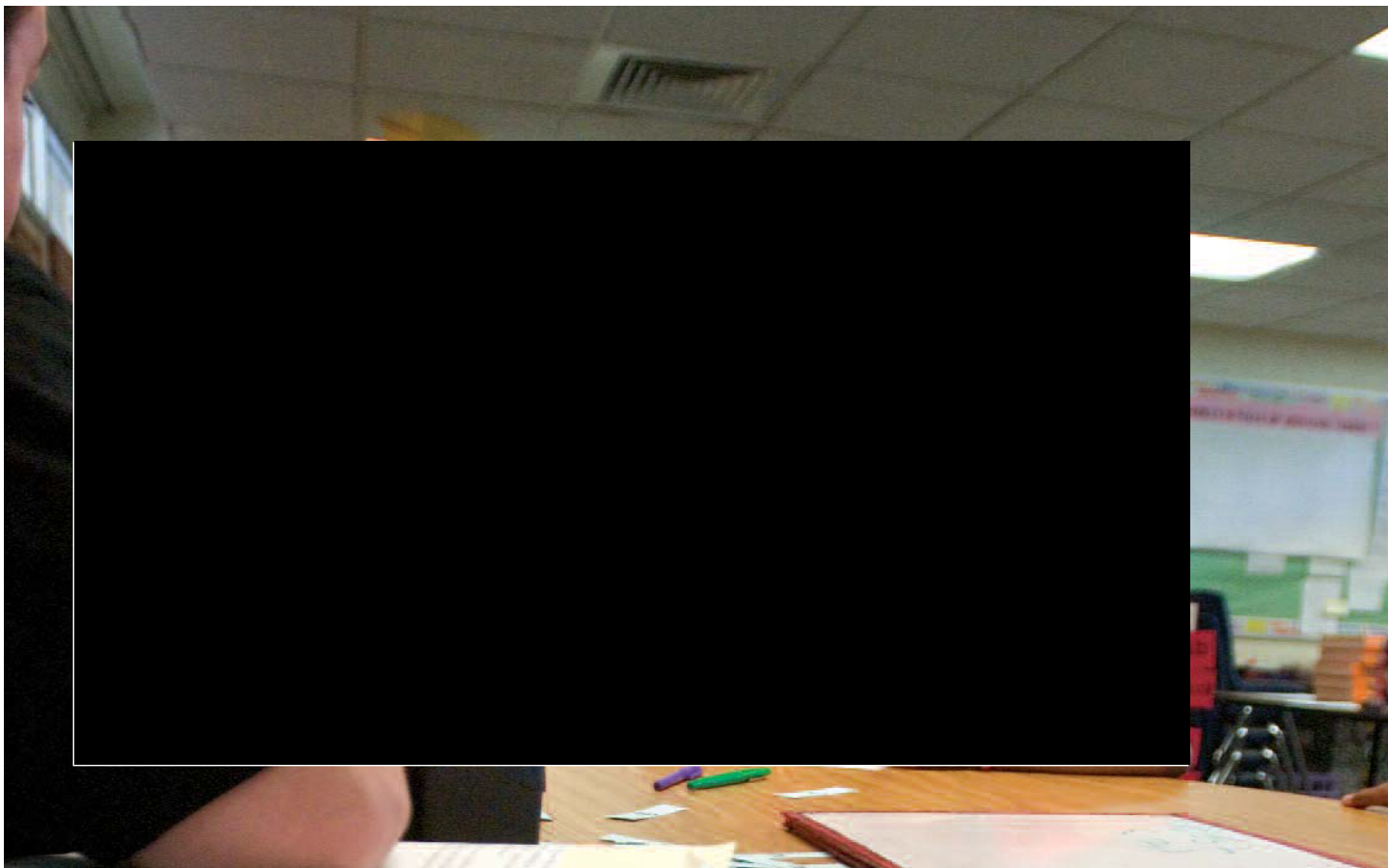
- Engage in a range of collaborative discussions by asking and answering questions, reporting on topics
- Speak in complete sentences when appropriate to task and audience

#### Language Standards

- Demonstrate proper usage of pronouns, adjectives, adverbs, and other parts of speech
- Determine the meaning of unknown words using root words, prefixes, suffixes, context clues, and dictionaries
- Demonstrate command of the conventions of capitalization, punctuation, and spelling

For a full summary of the standards for English Language Arts,  
go to <http://www.azed.gov/standards-practices/k-12standards/english-language-arts-standards>.

PR/Award # S371C200007



## Literacy Instructional Practices

### Key components of literacy instruction practices for:

**Preschool, Ages 3 to 5\***

**Kindergarten, Age 5\***

**First Grade, Age 6\***

**Second Grade, Age 7\***

**Third Grade, Age 8\***

\*takes into account child's needs and interests

### Data Used to Inform Instruction:

- Comprehensive Assessment System in place (Universal Screener, Diagnostic, Progress Monitoring tool, Benchmark Assessment, and Summative Assessment) per Arizona Revised Statutes (ARS) §15-704
- Literacy leadership team established
- Data used to determine focus area for small groups and to allocate resources
- Data used regularly to monitor progress, plan, and modify instruction and create and adjust instructional groups
- Data used to set ambitious and attainable goals in grade-level materials

### Instructional Time:

- At least 90 minutes of uninterrupted reading instruction (K-3) allocated in daily schedule in order for sufficient student reading development to take place
- Additional time for those at risk and who do not meet benchmark for the grade level
- English language learners (ELL) and special education will require additional time
- Use instructional time efficiently

### Instructional Focus:

- Essential elements of instruction include Phonological Awareness, Phonics/Advanced Word Study, Fluency, Vocabulary, and Comprehension, Spelling, and Handwriting
- Instruction based on individual needs for small-group targeted intervention

### Evidence-Based Strategies, Programs, and Materials:

- In accordance with A.R.S. §15-704, use evidence-based reading curriculum that includes essential components of reading instruction
- Use evidence-based supplemental program and materials
- Intervention programs are matched to instructional needs and delivered as designed

### Tiers of Instruction and Support:

- Time allotted for Tiers I, II, and III schedule (Note: See page 15 for information about the three tiers of instructional support)
- Differentiated instruction (Tier II targeted and Tier III intensive groups)
- Effective Tier I instruction for all-explicit, systematic instruction, language development embedded throughout, multiple opportunities for practice and engagement in learning

- Small group size—three to five optimally for students significantly below grade level, five to eight for those somewhat below grade level
- ELL benefit from small-group instruction targeting vocabulary and comprehension.
- Special education services are in addition to these tiers

### Additional Notes from the State Literacy Plan Common Structural Components:

- Leadership (district, principal, coach)
- Direct, explicit systematic instruction
- Text complexity
- Rigorous instruction effective for young learners
- Assessment and data-based decisions
- Response to Intervention (RTI) and interventions—three tiers of instruction
- ELL program purpose and goals
- Parent engagement in Academic Parent Teacher Teams (APTT)
- Reading instruction for students with disabilities

# Effective Components for K–3 Reading Instruction and Remediation

**Any program needs to address any or all of the following essential literacy and language skills:**

- Phonological awareness (blending, segmenting, and manipulating individual sounds)
- Phonics (spelling, decoding, and word analysis)
- Fluency (accuracy, automaticity, and access meaning)
- Vocabulary (common, academic, and content specific)
- Comprehension (listening and reading, including text structures)
- Written response (spelling, dictation, and literary response or summarizing)

In all effective intervention and remediation programs, the at-risk students should receive instruction from a skilled reading teacher who has knowledge across grade levels and who effectively uses data to inform instruction and monitor student progress. That reading teacher can oversee a trained instructor who assists in helping a student build his or her essential literacy and language skills.

Tier 1 – Basic Core Instruction	Tier 2 – Targeted Instruction	Tier 3 – Intensive Intervention
<ul style="list-style-type: none"> <li>• Instruction is for all students and is also sometimes termed first instruction</li> <li>• Instruction should follow all best practices for reading instructionGrade-level content</li> <li>• Arizona's English Language Arts Standards</li> <li>• Differentiated instruction in large and small group settings</li> <li>• Assist student in reading independently at grade level</li> <li>• Assess student three times per year</li> </ul>	<ul style="list-style-type: none"> <li>• Skill-based (targeted skills)</li> <li>• Diagnostic assessments and biweekly progress monitoring</li> <li>• Small group (1:3, not larger than 1:7)</li> <li>• Eight to ten weeks or longer if needed</li> <li>• Students move out of Tier 2 instruction through evidence of learning in formative assessment data</li> </ul>	<ul style="list-style-type: none"> <li>• Intensive instruction (urgent, relentless, and focused)</li> <li>• Multiple opportunities for student response</li> <li>• Skill-based (multiple targeted skills)</li> <li>• Weekly progress monitoring/formative assessment data gathered</li> <li>• Small group (maximum of 1:3)</li> <li>• Not special education</li> </ul>

**Time allocation for remediation (before, during, or after school):**

Tier 1 – Grade Level Core	Tier 2 – Targeted Intervention	Tier 3 – Intensive Intervention
<ul style="list-style-type: none"> <li>• 90 minutes per day</li> </ul>	<ul style="list-style-type: none"> <li>• 45–50 minutes per day</li> </ul>	<ul style="list-style-type: none"> <li>• 60–75 minutes per day</li> </ul>

**Total Time:** 90 minutes per day (Tier 1)  
 $90 + 45/50 = 135/140$  minutes per day (Tier 2)  
 $90 + 60/75 = 150/165$  minutes per day (Tier 3)

**A sound evidence-based summer school intervention will include:**

- Four to six weeks—condensed instructional model
- A comprehensive assessment system includes screening, diagnostic, progress monitoring/formative assessment
- Tier 2 intervention—two hours per day of explicit and systematic reading instruction (for students one grade level behind)
- Tier 3 intensive intervention—three hours per day of intensive explicit and systematic reading instruction (for students two or more grade levels behind)
- Assess at conclusion to determine grade assignment for following academic year (summative)

**A sound, effective online or out-of-school reading intervention program includes the following:**

- Key elements of reading
  - Phonological awareness
  - Phonics
  - Fluency
  - Vocabulary
  - Comprehension
  - Written response

- Sequential, systematic, explicit instruction
- Adaptive review, expansion/integration/extension
- Timely actionable feedback
- Alignment to educator instruction
- Engaged time that will vary by program, based on how many grade levels a student is behind

**Research-based strategies, programs, and materials:**

- In accordance with A.R.S. §15-704, use evidence-based reading curriculum that includes essential components of reading instruction
- Use evidence-based supplemental program and materials
- Intervention programs are matched to instructional needs and delivered as designed

Categories for scientifically research-based online reading programs are:

- **Supplemental** interventions that include one or more of the key elements of reading
- **Intensive** intervention that include all of the key elements of reading instruction

## Key Components of Effective Early Assessment From Birth Through Age 8

"Assessment is the process of gathering information about children from several forms of evidence, then organizing and interpreting that information ...the basic process of finding out what the child knows and can do in relation to their optimum development. With that knowledge, an appropriate plan for effective instructional strategies to help them develop and learn can be identified, monitoring their progress along the way."

– *Basics of Assessment: A Primer for Early Childhood Educators*, NAEYC

### How Assessment Works

Observation notes,  
photos, video clips, work  
samples, parent-provided  
information, etc.  
(Formative Assessment)

Collect  
Assessment Data

Analyze and  
Interpret Data

Are we meeting our goals  
for student learning?

What evidence do we have?

What patterns and  
trends are in our data?

What factors impacted  
student learning?

What areas will become  
target areas for  
improvement?

Where do we go next  
in instruction based  
on the evidence?

Establish Goals and  
Create Plan to Address  
Target Areas

What instructional practices  
do we need to improve? Eliminate?

Which students need what type  
of support/focus?

In which specific domains of learning  
do we need to place more emphasis?

How will we accomplish this?

What specific steps will we take and when?

Implement Plan  
and Evaluate  
Effectiveness

Have we implemented  
our plan with fidelity?

Are the changes having an  
impact on student learning?

Do we need to modify our plan?  
If so, how?

Early Childhood  
Assessment Cycle

## KEY PRACTICES OF FORMATIVE ASSESSMENT

- **Collect evidence.**
- **Analyze and interpret the evidence.**
- **Establish goals and create a plan for each child and the whole group.**
- **Assessments should result in information that can be used to make accurate and useful decisions.**
- **Assessment practices should involve multiple observations.**
- **Parents and families should be a valued source of assessment information. Assessments should include multiple sources of evidence, especially reports from parents, families, and teachers.**

### Screening:

Screening is a very general type of assessment that addresses common questions parents, families, and professionals have about the development of young children. Common examples are child-find clinics or vision or hearing screenings.

#### Characteristics of Screening Assessments:

- Screening procedures should include multiple sources of information, with attention to the family's perspective in gathering and reviewing results.
- Screening instruments should be standardized in the administration and

scoring. (One screening tool example is Predictive Assessment of Reading [PAR], Wake Forest School of Medicine.)

- Screening procedures must be culturally and linguistically relevant.
- Screening results should only be used for the purpose for which they are developed: to identify children who will benefit from further assessment.

#### Early childhood educators and practitioners can:

- Gather information about the child and the family's preferences and interests

through observations, informal interviews, surveys, and questionnaires.

- Select authentic reading and writing assessment tools to document progress (e.g., checklists, rating scales, word awareness, alphabet knowledge, phonological and phonemic awareness tasks, concepts about print, and anecdotal notes).
- Collect baseline data using formal and informal assessments.
- Use formative assessment results to guide instructional decisions and grouping options.

### K-3 Assessment Plan:

Assessment is an integral part of instruction. It provides the educator with guidelines on where the child stands in the developmental continuum and helps teachers know how to best educate children.

As per Arizona Revised Statutes (ARS) §15-704, the required comprehensive assessment components include Universal Screening, Diagnostic Assessment, Progress Monitoring/Formative Assessment Tools, and an Outcome Assessment. This system identifies students at risk of reading difficulty at the beginning of the school year or upon entry in school, determines specific skill areas

to be addressed in intervention, and provides progress-monitoring information for student and program decisions. There are many quality screening/diagnostic assessment tools, including DIBELS, AIMSweb, STAR, i-Ready, etc.

#### Universal Screening:

- Universal screening tools are administered to all students and provide baseline data for sorting those who meet benchmark (grade level) and those who do not meet benchmark (at-risk).
- The universal screen helps identify students who are at risk for experiencing reading difficulties and who might need more instruction.

#### Diagnostic Tools:

- Diagnostic tools are used for students who are not at benchmark and for whom additional information is necessary for targeted instruction. They help determine in which areas a student needs additional targeted instruction.

#### Progress Monitoring Tools:

- Progress Monitoring and formative assessment occur in-process of learning and guide next instructional steps and plans for intervention.

## EXAMPLES of Effective Screening and Diagnostic Literacy-Related Assessment Tools for Children Birth Through Age 8 (by focus area):

#### Examples of Child-Focused Assessments:

- Ages and Stages Questionnaires (ASQ), Brookes Publishing Company (available in Spanish, French, and Korean)
- AIMSweb (Academic Information Management System) web-based, curriculum-based measures and data management system
- Battelle Developmental Inventory Screening Test, Riverside Publishing
- Developmental Indicators for Assessment of Learning (DIAL 4), Pearson Assessments (includes Spanish materials)
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS), University of Oregon Center on Teaching and Learning
- Early Learning Accomplishment Profile (E-Lap), Kaplan Early Learning Company

- Early Screening Inventory-Revised (ESI-R), Pearson Early Learning (includes separate scoring for preschool and kindergarten)
- Learning Accomplishment Profiles-3 (LAP-3), Kaplan Early Learning Company
- Peabody Developmental Motor Scales, Second Edition (PDMS-2), PRO-ED
- Preschool Language Scale, Fourth Edition (PLS-4), Harcourt Assessment
- Teaching Strategies Gold, Teaching Strategies (includes support for dual language learners)

#### Examples of Interaction-Focused Instruments:

- Bracken School Readiness Assessment (BSRA), Pearson Early Learning
- Classroom Assessment Scoring System (CLASS), University of Virginia Press

#### Examples of Environment-Focused Instruments:

- Early Childhood Environmental Rating Scale Revised Edition (ECERS-R), Teachers College Press
- Family Child Care Environment Rating Scale (FCCERS-r), Teachers College Press
- Early Language and Literacy Classroom Observation Tool (ELLCO), Brookes Publishing
- Child/Home Early Language and Literacy Observation Tool (CHELLO), Brookes Publishing

# OVERVIEW OF ASSESSMENT TOOLS

Each instrument should be selected using four criteria:

1. The instrument has established validity and reliability on a population of children representative of those to be assessed.
2. The instrument is culturally responsive so that children, teachers, and families understand the intent, administration, and results.
3. The instrument is affordable and the time required to administer it does not impede instructional time.
4. The results are easy to understand and relevant to stakeholders.

Assessment Tool:	Target Population:	Intended Users:	Examples:
<b>Rossetti Infant-Toddler Language Scale:</b> This scale identifies preverbal and verbal language development problems in children and provides essential information to early intervention team members.	Children between the ages of birth and 3 years	Any member of the infant-toddler assessment team or intervention team	<ul style="list-style-type: none"><li>• Pragmatics: Assesses the way the child uses language to communicate with and affect others in a social manner</li><li>• Gesture: Assesses the child's use of gesture to express thought and intent prior to the consistent use of spoken language</li></ul>
<b>Ages and Stages Questionnaires (ASQ):</b> This series of 19 parent-completed questionnaires is designed to screen children for developmental delays. The items on the scale represent behaviors that the child should be able to perform at that age.	Children between the ages of 2 months and 60 months	Early childhood educators, social workers, nurses, pediatricians, and other early childhood professionals	<ul style="list-style-type: none"><li>• Excerpt of 12 month ASQ-3: Does child imitate a two-word phrase such as "What's this?" or "Mama eat"? Without showing him, does child point to the correct picture when you say, "Show me the kitty" or ask "Where is the dog?"</li></ul>
<b>Assessment of Literacy and Language (ALL):</b> This tool identifies children at risk for reading difficulties due to an underlying language disorder.	Preschool through grade 1	Early childhood educators and other early childhood professionals	<ul style="list-style-type: none"><li>• Basic Concepts: The child must point to a picture that is most similar to a verbal description (e.g., "Point to the big tree").</li><li>• Word Relationships: Child must describe why pairs of words are related (e.g., SUN and HOT).</li></ul>
<b>Phonological Awareness Literacy Screening (PALS-Pre K):</b> This screening tool measures developing knowledge of important literacy fundamentals and offers guidance to teachers for tailoring instruction to children's specific needs.	Preschoolers	Early childhood educators and other early childhood professionals	<ul style="list-style-type: none"><li>• Alphabet Knowledge: The educator asks the child to name the 26 uppercase letters of the alphabet presented in random order.</li><li>• Nursery Rhyme Awareness: The educator recites familiar nursery rhymes, stopping before the end so the child can supply the final rhyming word.</li></ul>
<b>Get Ready to Read:</b> This screening tool measures key early literacy skills: print knowledge, linguistic awareness, and emergent writing.	Preschoolers in the year before they enter kindergarten	Parents, families, and early education practitioners	<ul style="list-style-type: none"><li>• Parent points to pictures on the page and says to the child: "Let's look at some pictures. I will ask you a question about them, and you point to the picture that is the best answer."</li></ul>
<b>Teaching Strategies GOLD:</b> This ongoing observational system can be used with any developmentally appropriate early childhood curriculum. It is based on 38 research-based objectives that include predictors of school success and is aligned with the Arizona's English Language Arts Standards, state early learning guidelines, and the Head Start Child Development and Early Learning Framework.	Children ages birth through kindergarten	Early childhood educators	With Teaching Strategies GOLD, educators can: <ul style="list-style-type: none"><li>• Create a developmental profile of each child</li><li>• Understand how their observations relate to important objectives for development and learning and use that understanding to scaffold each child's learning</li><li>• Determine if a child is making progress and compare the child's knowledge, skills, and behaviors to those of most children of his or her age</li><li>• Recognize children who might benefit from special help, screening, or further evaluation</li></ul>
<b>Dynamic Indicators of Basic Early Literacy Skills (DIBELS):</b> A set of procedures and measures for assessing the acquisition of early literacy skills. They are designed to be short (one-minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.	Kindergarten through grade 6	Educators and personnel trained in DIBELS assessment	<ul style="list-style-type: none"><li>• Letter Naming Fluency (LNF): The student is presented with a sheet of letters and asked to name the letters.</li><li>• Phoneme Segmentation Fluency (PSF): The assessor says words, and the student says the individual sounds in each word. Example: last: /l/ /a/ /s/ /t/</li></ul>

## Organizing Volunteers for Literacy Tutoring

Following are key components for effective volunteer reading tutoring programs to support language and literacy development in children from birth to age 8.

### Evidence-Based Indicators of Effective Practice:

<b>Organizational Management</b>	Has clear organizational structure and management that support student success	<ul style="list-style-type: none"> <li>Has a yearly project-specific work plan that accurately reflects program goals, activities, and responsibilities</li> <li>Provides staff with opportunities for professional and skill development as well as performance appraisals</li> </ul>
<b>Cultural Understanding</b>	Demonstrates cultural competence and strives for cultural responsiveness	<ul style="list-style-type: none"> <li>Prioritizes cultural understanding to effectively meet the diverse needs of all students</li> <li>Prioritizes selecting staff and tutors who are culturally competent</li> </ul>
<b>Student Recruitment and Management</b>	Implements a clear plan to recruit and manage student participants	<ul style="list-style-type: none"> <li>Has a clearly defined target group</li> <li>Implements a plan to recruit student participants</li> <li>Uses student assessment data to select the students most appropriate for intervention</li> </ul>
<b>Tutor Recruitment and Management</b>	Follows a clear plan to recruit and manage tutors	<ul style="list-style-type: none"> <li>Establishes a tutor screening policy that includes background and reference checks</li> <li>Selects tutors who are appropriate for the student target groups</li> <li>Has a designated staff member who provides tutors with support, guidance, and feedback</li> <li>Evaluates method of service</li> </ul>
<b>Tutor Training</b>	Offers initial and ongoing training opportunities to build the capacity of tutors to best meet student needs	<ul style="list-style-type: none"> <li>Prioritizes tutor training by implementing a comprehensive training plan (a minimum of 10 hours of ongoing instruction, including orientation and initial training)</li> <li>Provides ongoing training and professional development opportunities for tutors over the course of a year after 10 hours of ongoing instruction, including pre-service training covering the five components of literacy</li> </ul>
<b>Tutoring Intervention</b>	Provides high-quality tutoring interventions of sufficient duration and frequency that are aligned with classroom instruction	<ul style="list-style-type: none"> <li>Student participants attend tutoring frequently and consistently with a minimum of 60–90 minutes per week.</li> <li>Tutoring interventions are tailored to individual student needs and progress.</li> <li>Provides a lesson plan or outline for each tutoring session</li> <li>Interventions are aligned with school district curriculum.</li> </ul>
<b>Engagement with Parents, Families, Schools, and Communities</b>	Recognizes and engages parents, families, schools, and communities as necessary partners for improving student achievement	<ul style="list-style-type: none"> <li>Communicates and engages regularly with parents, families, and schools</li> <li>Supports families as partners</li> </ul>
<b>Evaluation</b>	Uses systematic evaluation to assess its impact on student outcomes and inform continuous improvement	<ul style="list-style-type: none"> <li>Uses evaluation results to continually improve the quality and effectiveness of its tutoring</li> <li>Has a logic model that aligns program activities with expected outcomes</li> <li>Uses an evaluation plan that clearly outlines how it measures student outcomes</li> </ul>

# What Adults Should Know About Using Technology and Interactive Media to Support Early Literacy Development



## ARIZONA EDUCATIONAL TECHNOLOGY STRANDS (AGES 3 TO 8)

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Literacy
4. Critical Thinking, Problem-Solving, and Decision-Making
5. Digital Citizenship
6. Technology Operations and Concepts

## DIGITAL LITERACY GUIDELINES (FROM BIRTH TO AGE 8):

1. **Select, use, integrate, and evaluate technology and interactive media tools in intentional and developmentally appropriate ways.**
  - Give careful attention to the appropriateness and quality of the content.
  - Be mindful of the child's experience as well as the opportunities for co-engagement to support active, hands-on, creative, and authentic engagement with those around the child and with his or her world.
2. **Prohibit the passive use of television, videos, DVDs, and other non-interactive technologies and media in early childhood programs for children younger than 2.**
  - Discourage passive and non-interactive uses with children ages 2 through 5.
  - Technology should be used in the context of conversation and interactions with an adult and support responsive interactions to strengthen adult-child relationships.
3. **Young children need opportunities to develop the early "technology-handling" skills associated with early digital literacy, akin to the book-handling skills associated with early literacy development.**
4. **Limit the amount of passive time that children spend with video and apps, and ensure that any use of technology spurs face-to-face dialogue and interaction between children and adults.**
  - For infants and toddlers especially, interactions with parents and caregivers are critical for building language skills.
  - Talking about digital photos, participating in Skype calls with loved ones, and co-viewing e-books are some examples of technology being used to spark adult-child interaction.
5. **Effective technology tools connect on-screen and off-screen activities with an emphasis on co-viewing and co-participation between adults and children and children and their peers.**

For a full summary of the Educational Technology Standard Articulated by Grade Level, go to <http://www.azed.gov/standards-practices/k-12standards/standards-educational-technology/>  
PR/Award # S371C200007



Try some of these literacy-building activities to turn screen time into an educational opportunity:

educational opportunity:

- As she sits on your lap in front of the computer, allow your child to move and click the mouse. Help her type her name, and let her practice typing her first initials and seeing them fill up a page.
- Just as with shared book reading, shared technology time can be an opportunity to talk with children and use new vocabulary.
- Be a positive role model for your child when you are using technology by showing restraint with smartphones, tablets, or laptops.
- Children learn language best from live interactions with people, not from watching TV, movies, or video games. The American Academy of Pediatrics recommends that TV and other entertainment media should be avoided for children under age 2.

### STEPS TO BUILDING TECHNOLOGY AND READING SKILLS WITH PRESCHOOLERS (Ages 3 to 4):

During the preschool years, children are developing a sense of digital literacy. Digital technologies can be used for them to enhance literacy and learning. Try

these literacy-building activities for enjoyable educational opportunities.

- Read on a phone or tablet. App stores and e-book collections feature many classic books you can read with your children—or that they can listen to and follow along. Make comments and ask questions about what you are reading together.
- Play word and letter games. Find games on smart phones, tablets, and websites that challenge children to match letters to sounds, spell and learn new words, spot sight words, play with rhymes, and more.

### WHAT TO LOOK FOR IN AN APP

- Apps should be inviting and simple to use.
- Apps should be interactive, not reactive—the child should be the one in control. This allows children to develop their curiosity, problem-solving, and independent thinking skills.
- Content should be tailored to a child's age and stage of development. What is engaging and stimulating to a 3 year old may not spark new learning in a 6 year old, for example.
- Avoid content that includes violence or aggressive behavior by the characters on screen.
- Watch out for apps that are electronic “worksheets,” emphasizing skills by mindless repetition or “drill and kill.”
- Avoid apps that try to entice children to make “in-app purchases” of coins or other digital accessories.

### TIPS FOR USING TECHNOLOGY WITH CHILDREN

Always independently preview apps and websites before introducing them to children. Knowing content is important. Ask yourself, “What will the child learn from this? What skills are being emphasized (e.g., listening, matching, counting)? Is it too loud? Is it too busy?”

Once an app or website is selected, caregivers should jointly engage with the child around the media, rather than leave them alone with the media altogether. Ask questions, make comments about what the child is doing, and connect to the child's real world—just like you do when reading a book to a child. Good content encourages interaction and should spark ideas for hands-on or exploratory projects to take place offline later in the day.

Finally, keep in mind the amount of “screen-time” children have. Make sure children also have time each day for active play and physical exercise, quiet time for reading, conversation with peers and family members, and outdoor exploration when possible. It's a good idea to develop “media rules” or a “media plan” to govern technology use.

Sites to refer to for more information:

- [www.childrenstech.org](http://www.childrenstech.org)
- [www.common sense media.org](http://www.common sense media.org)
- [www.fredrogerscenter.org](http://www.fredrogerscenter.org)
- [www.parentschoice.org](http://www.parentschoice.org)

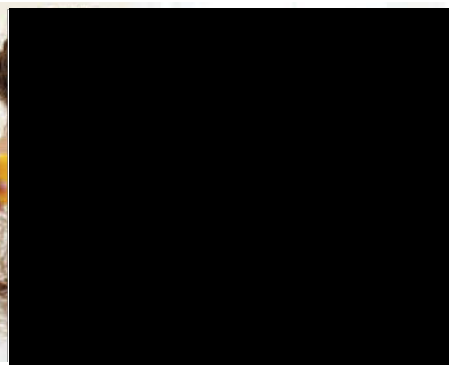
### TAKE AN ONLINE ADVENTURE WITH AN EMERGING READER (Ages 5 to 8):

As children begin to develop basic reading skills, additional tools become available. New web-based technologies allow children to produce technology, adding to the appropriateness, motivation, and usability of technology tools.

#### WORD PROCESSING

As soon as a child is old enough to write, he or she is also old enough to tap out letters on a keyboard:

- Ask a child to type her name and other words or phrases she enjoys using proper spelling, grammar, and capitalization. She can write “thank you” and “get well” notes and illustrate them with family photos. Play with text font and size. Practice copying and pasting.
- Name and save documents together and create and name files to put them in.
- Create and send email to grandparents, friends, or other people who are close to the child.



- Supervise your child whenever he is online. A young child should not spend even a few minutes alone in front of an open Internet connection.

Being able to search for interesting and useful information online is no less important than the ability to navigate a library or bookstore. Using search engines, evaluating websites and, of course, reading online are valuable skills that you can introduce your child to gradually.

For more information about appropriate technology use for children, visit [www.naeyc.org/content/technology-and-young-children](http://www.naeyc.org/content/technology-and-young-children)

# Professional Development Focused on Early Literacy

## KEY INDICATORS OF EFFECTIVE PROFESSIONAL DEVELOPMENT (PD) FOR EDUCATORS AND CAREGIVERS OF CHILDREN FROM BIRTH TO AGE 8

- PD is only effective when the learning is directly related to children's needs, based on data.
- PD opportunities should be ongoing, connected, and part of a long-term improvement plan.
- PD should address all students' needs, particularly those students who are at risk for later difficulties.
- Educators need support as they take new ideas from learning into actual practice.
- Educators need learning communities to support ongoing implementation issues.
- PD sessions need to be interactive, with time for collaboration, reflection, and actionable takeaways.

### Professional Development Opportunities for Those Who Work with Children

		Appropriate Participants						
0-2 3-4 5-8 AGES		Educators and early care practitioners	Adults*	Instructional support	Librarians	Community providers	Pre-service teachers	ELL coaches
	Writing	X	X	X			X	X
	Vocabulary (grammar)	X	X	X			X	X
	Reading	X	X	X	X	X	X	X
	Language development	X	X	X	X	X	X	
	Speaking & listening	X	X	X	X	X	X	

### Professional Development Modules



\* Use of the word "adult" is defined as a parent, family member, caregiver, educator, etc. In other words, an adult in a child's life who can help develop early literacy skills.

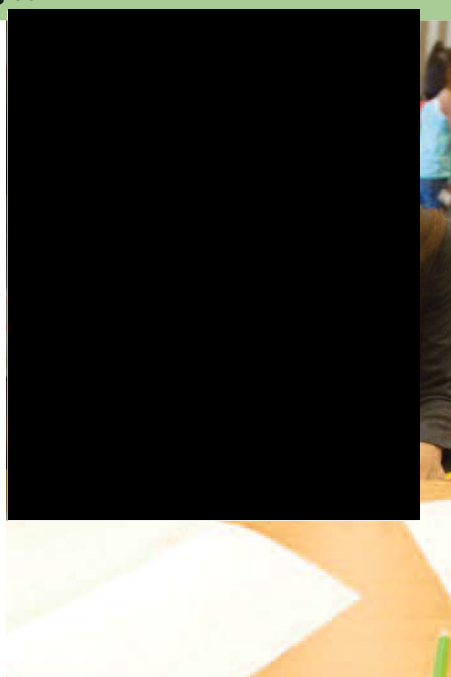
### EXAMPLES of Effective Teaching Strategies:

Create print-rich learning environments that include interactive-center activities (e.g., reading, writing, listening, art, and dramatic play) that provide opportunities for children to use language while socializing with children and adults.

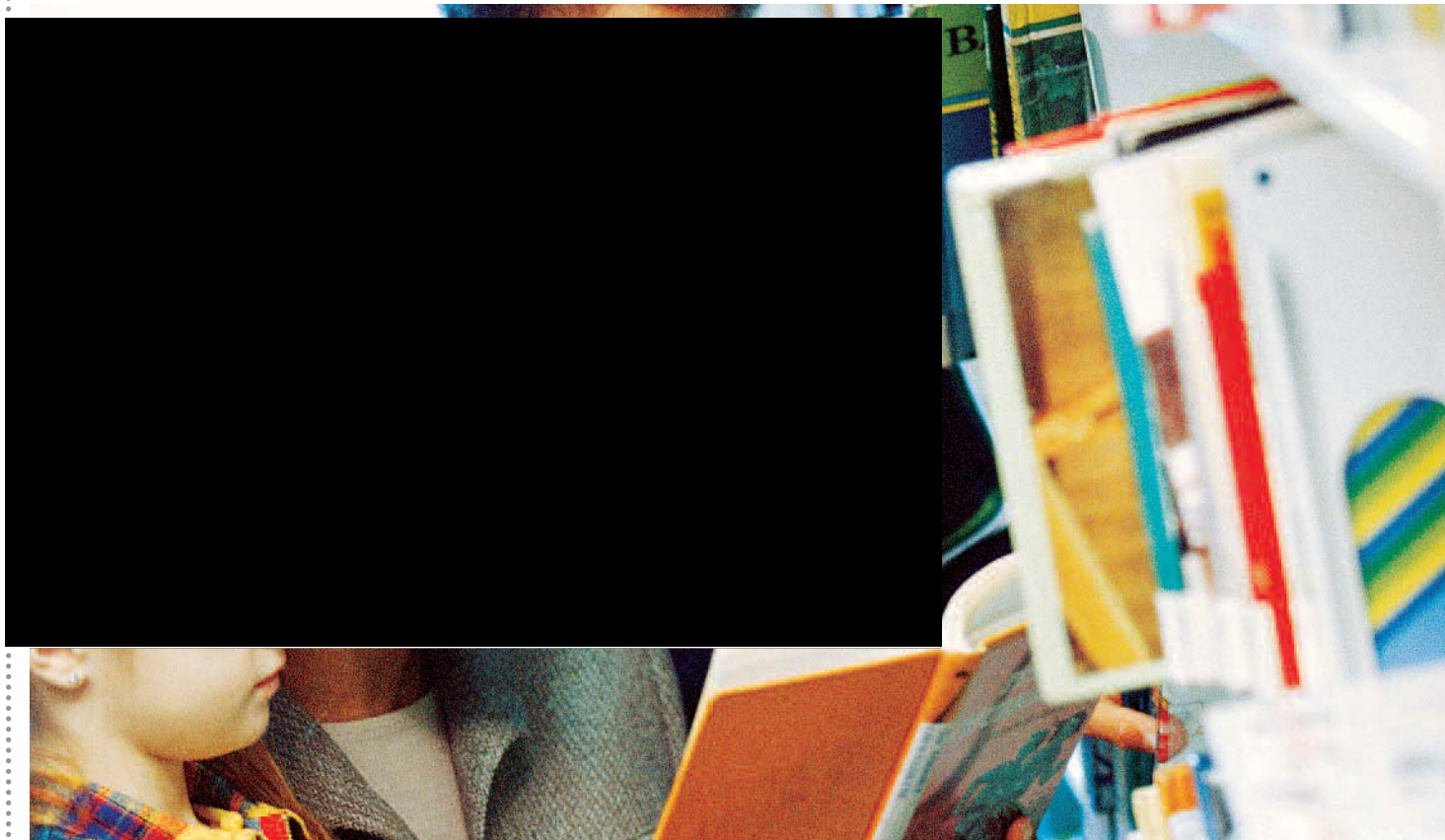
- Reinforce oral language skills while participating in nonacademic activities such as lunchtime, recess, and field trips.
- Develop oral language skills by initiating informal and formal conversations with children.
- Align teaching approaches to introduce and strengthen children's knowledge of early letter symbols and sounds.
- Read aloud to children on a daily basis.

Encourage children to "pretend-read" using storybook language while demonstrating book-handling behaviors.

- Initiate phonemic and environmental print awareness, including labeling items around the learning environment.



- Develop authentic shared and guided reading and writing activities.
- Utilize technology to enhance early reading skills.
- Model voice-to-print matching while reading aloud.
- Incorporate activities that use the language experience approach.
- Encourage open-ended discussions around topics that are relevant and interesting to children.
- Understand the important relationship between early literacy and language skills and later success in reading.
- Participate in coaching observations and conferences.
- Intentionally build content knowledge about early literacy skill development.
- Use data to determine focus area for small groups.



### EXAMPLES of professional development resources to support language and literacy development in children birth to age 8:

These examples were selected because they represent high-quality modules that serve a variety of participants and focus on literacy skills across a wide span of ages. This list is not meant to be exhaustive. Rather, the intent is to show a variety of programs available that have consistently shown the capacity to bring results.

Module:	Learning Objectives or Focus Areas:	Appropriate Participants:
<b>Let's Talk</b>	<ul style="list-style-type: none"> <li>Learn the key elements of meaningful conversations with young children</li> <li>Thick versus Thin conversations</li> </ul>	Educators (birth–K) Instructional support team members Community practitioners Parents and families Librarians Caregivers
<b>Enhancing Early Literacy Skills in Children: From Babbling to Books</b>	<ul style="list-style-type: none"> <li>Examine the process children go through in cracking the code to language</li> <li>Get an overview of foundational skills that support children's success in understanding key concepts about language and literacy</li> <li>Learn techniques that support early literacy development in young children</li> </ul>	Educators (birth–K) Instructional support team members Community practitioners Parents and families Librarians Caregivers
<b>Curious World: Exploring and Discovering Through Books</b>	<ul style="list-style-type: none"> <li>Integrate fiction and informational text into learning areas</li> <li>Scaffold children's use of advanced language through inquiry-based learning and literacy opportunities</li> <li>Develop a co-learning and child-centered literacy environment</li> </ul>	Educators (birth–K) Instructional support team members Community practitioners Librarians
<b>Supporting the Whole Learner: Emergent Literacy and Social-Emotional Development</b>	<ul style="list-style-type: none"> <li>Integrate emergent literacy with social-emotional development</li> <li>Develop expressive and receptive vocabulary</li> <li>Promote high-quality interactions to support language development and comprehension</li> <li>Create a positive and literacy-rich learning environment</li> </ul>	Educators (birth–K) Instructional support team members Community practitioners Parents and families Librarians Caregivers

Module:	Learning objectives or focus areas:	Appropriate Participants:
<b>Activities for Language Development</b>	<ul style="list-style-type: none"> <li>Define language development</li> <li>Identify the essential language system</li> <li>Explore multisensory instruction/strategy</li> <li>Understand word meaning and “heaping” strategy</li> <li>Provide activities for language development that can be integrated in a classroom or home</li> </ul>	Educators (birth–K) Instructional support team members Community practitioners
<b>Language Development and Communications (Infant Toddler Guidelines)</b>	<ul style="list-style-type: none"> <li>Integrate the components of language:               <ul style="list-style-type: none"> <li>Listening and understanding</li> <li>Communicating and speaking</li> <li>Emergent literacy</li> </ul> </li> </ul>	Educators (birth–K) Instructional support team members Community practitioners Parents and families Librarians Caregivers
<b>Language and Literacy (Arizona Early Learning Standards)</b>	<ul style="list-style-type: none"> <li>Language- and literacy-rich environments</li> <li>Multisensory instruction</li> <li>Identifying the three strands: language, emergent literacy, emergent writing</li> <li>Components of language</li> <li>Vocabulary development</li> <li>Phonological awareness</li> <li>Hands-on activities to gain practical ideas and strategies</li> </ul>	Educators (birth–K) Instructional support team members Librarians
<b>Dialogic Reading</b>	<ul style="list-style-type: none"> <li>Select appropriate books for dialogic reading</li> <li>Learn PEER sequence</li> <li>Introduce vocabulary words using SEER method</li> <li>Learn types of prompts using CROWD method</li> <li>View examples of dialogic reading session</li> <li>Practice and create a dialogic reading session</li> </ul>	Educators (birth–K) Instructional support team members Librarians
<b>Foundations of Reading</b>	<ul style="list-style-type: none"> <li>Academic vocabulary</li> <li>Deep comprehension</li> <li>Causes of reading difficulty</li> <li>Assessment</li> <li>Structure of language: phonemes, consonants, vowels</li> <li>Graphophonemic awareness, phonological awareness, blending, segmenting</li> <li>Word identification, spelling, fluency</li> </ul>	Educators (birth–K) Instructional support team members Librarians
<b>LETRS® (Language Essentials for Teachers of Reading and Spelling)</b>	<ul style="list-style-type: none"> <li>Early literacy development</li> <li>Phonological processing</li> <li>Oral language: vowels, consonants, phonemic awareness</li> <li>Developmental stages of oral and written language</li> <li>Phonological awareness: rhyming, alliteration, blending, segmenting</li> <li>Written language: print awareness, alphabet knowledge</li> <li>Five stages of writing development</li> <li>Assessment: formal and informal</li> <li>For more information, go to <a href="https://www.voyagersopris.com/professional-development/letrs/overview">https://www.voyagersopris.com/professional-development/letrs/overview</a></li> </ul>	Educators (birth–K) Instructional support team members Pre-service teachers
<b>Teaching Reading Effectively</b>	<ul style="list-style-type: none"> <li>Foundations of reading</li> <li>Learning to read and spell</li> <li>Basic principles of reading assessment</li> <li>The structure of language</li> <li>Graphophonemic awareness</li> <li>Teaching word identification and spelling fluency</li> <li>Vocabulary</li> <li>Comprehension to summarizing</li> </ul>	Educators (ECE, ECE special education, elementary ed certified, SEI teachers) Instructional support team members
<b>Language/Grammar</b>	<ul style="list-style-type: none"> <li>Demonstrating command of the conventions of standard English grammar and usage when writing or speaking as an essential component of the Language Standards</li> <li>Introduces multisensory grammar techniques for young learners</li> </ul>	Educators (ECE, ECE special education, elementary ed certified, SEI teachers) Instructional support team members
<b>K–3 Writing Foundations</b>	<ul style="list-style-type: none"> <li>Where are the foundations for writing?</li> <li>Strategies for teaching handwriting, spelling, grammar, and sentence structure</li> </ul>	SEI teachers, mainstream with ILLPs (including kindergarten) Instructional support team members

For more information as well as a listing of the workshops and professional development opportunities available, go to [www.azed.gov/standards-practices/k-12standards/professional-development-opportunities/#33715220007](http://www.azed.gov/standards-practices/k-12standards/professional-development-opportunities/#33715220007), [www.azed.gov/training](http://www.azed.gov/training), and [www.makewayforbooks.org/foreducators](http://www.makewayforbooks.org/foreducators).



## Family Involvement Is Important to Family Engagement

There is a difference between family involvement (offering information or making a parent aware of the importance of an issue or skill) and family engagement (or family partnerships). Involvement is the first step in a process and includes sharing information with caregivers so they have a deeper understanding. Family engagement is the next phase of the continuum and includes caregivers taking the new knowledge and changing their behaviors and implementing activities that incorporate the knowledge into their routines.

### Examples of Effective Family Involvement Related to Literacy (Ages 0 to 8):

- Attend community events, such as:
  - Literacy fairs
  - Book drives
  - School plays
  - One-time workshops that increase understanding of an issue or topic

### What You Can Do:

Social events are important for demonstrating that children are important and for building relationships, but are not enough for building literacy. Productive family engagement strategies revolve around children's learning and progress. Here are some ideas:

1. Equip parents and families with information and home literacy activities that will support their children's learning along the literacy continuum: speaking and listening, language, reading (phonological awareness, phonics, fluency, vocabulary, and comprehension), and writing.
2. Encourage parents and families to read, talk, sing, and play with their children and help them understand the direct impact those activities will have on their language and literacy development.
3. Provide parents and families with data and regular, timely, and accessible updates about their children's literacy progress.
4. Check in to make sure that parents and families understand their children's literacy needs and how to help them.
5. Provide tools to help parents and families connect home activities to classroom learning (e.g., word games, conversation starters, all types of books—including multilingual and wordless picture books).
6. Give concrete suggestions on texts to read at home, on games that build literacy skills, and on how to have interactive conversations.

### Examples of Effective Family Engagement Strategies Related to Literacy (Ages 0 to 8):

- Parent literacy workshops and trainings or coaching (home-visitation programs, Parents as Teachers, Raising a Reader, Abriendo Puertas, Academic Parent Teacher Team model, etc.)

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- Multi-session trainings over time with opportunity for adult to apply learning
- Parent leadership institutes
- Programs incorporating technology used to engage parents and families and continue communication over time (early literacy apps)
- A key goal of any school-family partnership must be to boost literacy rates and each party should work together to develop a plan. Set goals for advancing literacy in partnership with parents and families.
- Update parents and families with partnership or engagement plans to include specific actions that will change or improve behaviors and impact children's literacy skills.
- Focus on relationships with parents and families, not programs. See family engagement as strength-based and collaborative.

### Parent Engagement: What Skills Need to Be Part of a Daily Routine?

The latest research on parent engagement in early literacy stresses that children need to be given more specific skills while being read to in order to be successful with early literacy skills.

Parent involvement in early literacy is directly connected to academic achievement.

Children need parents and families to be their reading role models with daily practice in order to navigate successfully through beginning literacy skills. According to research, parents and families should focus on the words on the page while reading with their pre-K reader.

### What Educators Can Do:

Here are some strategies to share with parents and families to support reading success:

- **Point to each word on the page as they read.** This beginning literacy strategy will assist children with making print/story/illustration connections. This skill also helps build a child's tracking skills from one line of text to the next.
- **Read the title and ask the child to make a prediction.** This will go a long way to ensure that a child incorporates previewing and prediction in his or her own reading practices both now and in the future.
- **Read broadly.** Introduce different genres of books and let child self-select texts of various kinds.
- **Embrace repetition.** Allow the child to read the same books multiple times.
- **Take "picture walks."** Help the child use the picture clues in most early readers and picture books to tell the story before reading.

- **Model fluency while reading, and bring their own energy and excitement for reading to their child.** Both new and seasoned readers struggle with varying pitch, intonation, and proper fluctuations when they read aloud. Older readers will benefit from shared reading (taking turns).
- **Register the child for a library card.** Then make regular visits to your local library.
- **Ask the child questions after reading every book.** The Arizona's English Language Arts Standards assessing children's readiness for the workplace and college ask children to compare and contrast their understanding of concepts. This takes practice. Help the child explain his or her understanding of any given story in comparison to another. Have the child share a personal experience similar to a problem or theme within a story.
- **Connect reading and writing if possible.** The connection between reading, writing, and discussion should be incorporated with daily literacy practice. Have a young child dictate to a parent who writes in a journal or on a sheet of paper.
- **"Read the world."** Find opportunities to point to, describe, and discuss things they see around them throughout the day, such as the text on a stop sign. Children need both rich conversation and a variety of experiences that enhance their vocabulary and understanding of the world around them.
- For more information on how parents and families can support their child's literacy development, see *Read On Arizona's Early Literacy Guide for Families* ([www.ReadOnArizona.org](http://www.ReadOnArizona.org)).

Parents and families, regardless of their race/ethnicity, educational background, gender, disability, or socioeconomic status, are critical partners with schools, libraries, and community services and can engage in diverse roles such as:

- *Supporters* of their children's learning and development, including encouraging an achievement identity, a positive self-image, and a "can-do" spirit in their children
- *Monitors* of their children's time, behavior, boundaries, and resources
- *Models* of lifelong learning and enthusiasm for education, including professional development opportunities
- *Advocates/activists* for improved learning opportunities for their children and at their schools
- *Decision-makers* in educational options for their children, the school, and community
- *Collaborators* with school staff and members of the community on issues of school improvement and reform

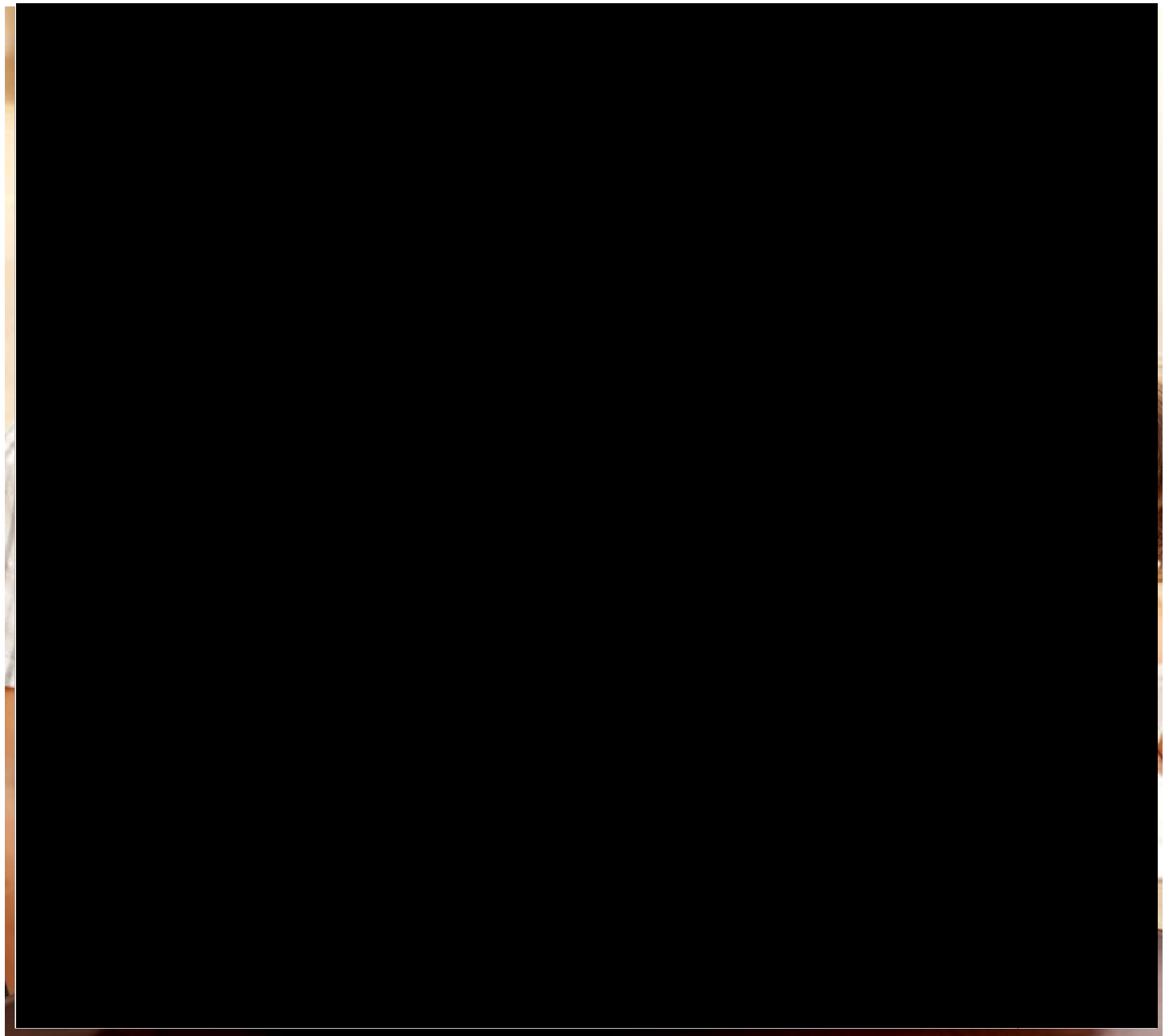
## The Family Engagement Continuum

Effective family engagement spans and reinforces learning in the multiple settings where children learn—at home, in prekindergarten programs, in school, in after-school programs, in faith-based institutions, in libraries, and in the community. Engagement should apply to any adult in a child’s life who has the responsibility for developing the child socially, mentally, academically, and otherwise.

For children to thrive, parents, families, caregivers, and educators must collaborate to build a support structure that strengthens learning and healthy development inside and outside of home or school. The Family Engagement Continuum serves as a guide to establish sound research-based practices for effectively engaging parents and families in student learning. These guidelines should be interpreted and customized to appropriately suit every stage of the educational continuum.

### Family Engagement Guidelines

- Emphasize that parents and families, caregivers, and educators have shared responsibility in a child’s learning.
- Support parents, families, and caregivers with parenting and child-rearing skills that help them understand child development.
- Engage parents and families in regular, meaningful, two-way communication about how a child learns.
- Actively involve parents and families as volunteers and audiences at the community or education setting or in other locations to support their child’s learning.
- Involve parents and families with learning activities at home.
- Encourage parents and families to use the language in which they are most competent.
- Focus on learning, improvement, accountability, and innovation.
- Make parents and families equal partners in decisions that affect their child.
- Work together to inform, influence, and create practices, policies, and programs.
- Guide parents and families to observe, promote, and participate in the everyday learning of their children at home, school, and in their communities.
- Encourage parents and families to advance their own learning interests through education, training, and other experiences that support their parenting, careers, and life goals.
- Invite parents and families to support and advocate for their child’s learning and development as they transition to new learning environments.
- Support parents and families in forming connections with peers and mentors in formal or informal social networks that are supportive and/or educational and that enhance social well-being and community life.
- Involve parents and families in leadership development, decision-making, program policy development, or in community organizing activities to improve children’s development and learning experiences.
- Schools create a welcoming environment for all parents and families.
- Every parent or family receives personal invitations to student-centered activities linked to academic achievement and learning.
- Schools provide parents and families with targeted and clear student-performance data throughout the school year.
- Teachers, parents, and families set and evaluate short-term and long-term academic goals.
- Educators coach parents and families in the learning skills necessary to meet the students’ academic goals.
- Parents and families attend school-provided training to create a supportive learning environment at home.
- Schools create opportunities for parents, families, and educators to develop trusting and collaborative relationships.
- Schools provide targeted support services to meet parents’ and families’ needs.
- Data is used regularly to monitor progress, plan and modify instruction, and create and adjust instructional groups.



## Family Engagement Focused on Literacy

Partnerships between home and school need to be trusting and sustained in order to achieve the outcomes they target. Engagement initiatives must include a focus on building the capabilities of adults in children's lives and strengthening the communities that together form the environments essential to children's lifelong learning, health, and behavior, whether through pre- and in-service professional development for adults in children's lives and educators; workshops, seminars, and workplace education for parents and families; or as an integrated part of parent-teacher partnership activities. In fact, research shows family engagement is critical to improving child outcomes and schools.

Research suggests that there are certain components of effective family engagement that must be present in order for adult participants to come away from a learning experience with not only new knowledge but with the ability and desire to apply their learning and change their behavior. Research also suggests that important organizational conditions must be met in order to sustain and grow these opportunity efforts across sites or schools.



## Effective Family Engagement Focused on Literacy

### Key Component:

### Effective Practice Standards:

#### Organizational Management

- Systemic: Purposefully designed as a core component of educational goals such as school readiness, student achievement, and school turnaround
- Integrated: Embedded into structures and processes such as education and professional development, teaching and learning, curriculum, and community collaboration
- Sustained: Operating with adequate resources and infrastructure support

#### Culturally Appropriate

Strategies demonstrate cultural competence and strive for cultural proficiency:

- Honor and recognize parents' and families' existing knowledge, skill, and forms of engagement.
- Sustain cultures that welcome, invite, and promote family engagement and participation in a variety of ways.
- Connect all family engagement initiatives to student learning.
- Build trusting relationships and two-way communications among educators, parents, families, and community members.
- Recognize, respect, and address the needs of the parents and families.
- Embrace a philosophy where responsibility is shared and parents and families are effective advocates for their children.

#### Relationship-Building Process (over time)

Series of actions, operations, and procedures that are part of any activity or initiative:

- Linked to Learning: Initiatives are aligned with achievement goals and connect parents and families to the teaching and learning goals for the students.
- Relational: Interactions build respectful and trusting relationships between home and school.
- Collective/Collaborative: Learning is conducted in group versus individual settings and is focused on building networks and learning communities.
- Interactive: Participants are given opportunities to test and apply new skills. Skill mastery requires coaching and practice.

#### Staff and Family Education

Educational opportunities should build the capacity of adults to best meet student needs:

- Assist parents and families in developing more awareness of the need for literacy and learning in the home.
- Maintain partnerships with organizations to provide effective parenting literacy education.
- Tutoring program provides ongoing education and professional development opportunities for tutors.

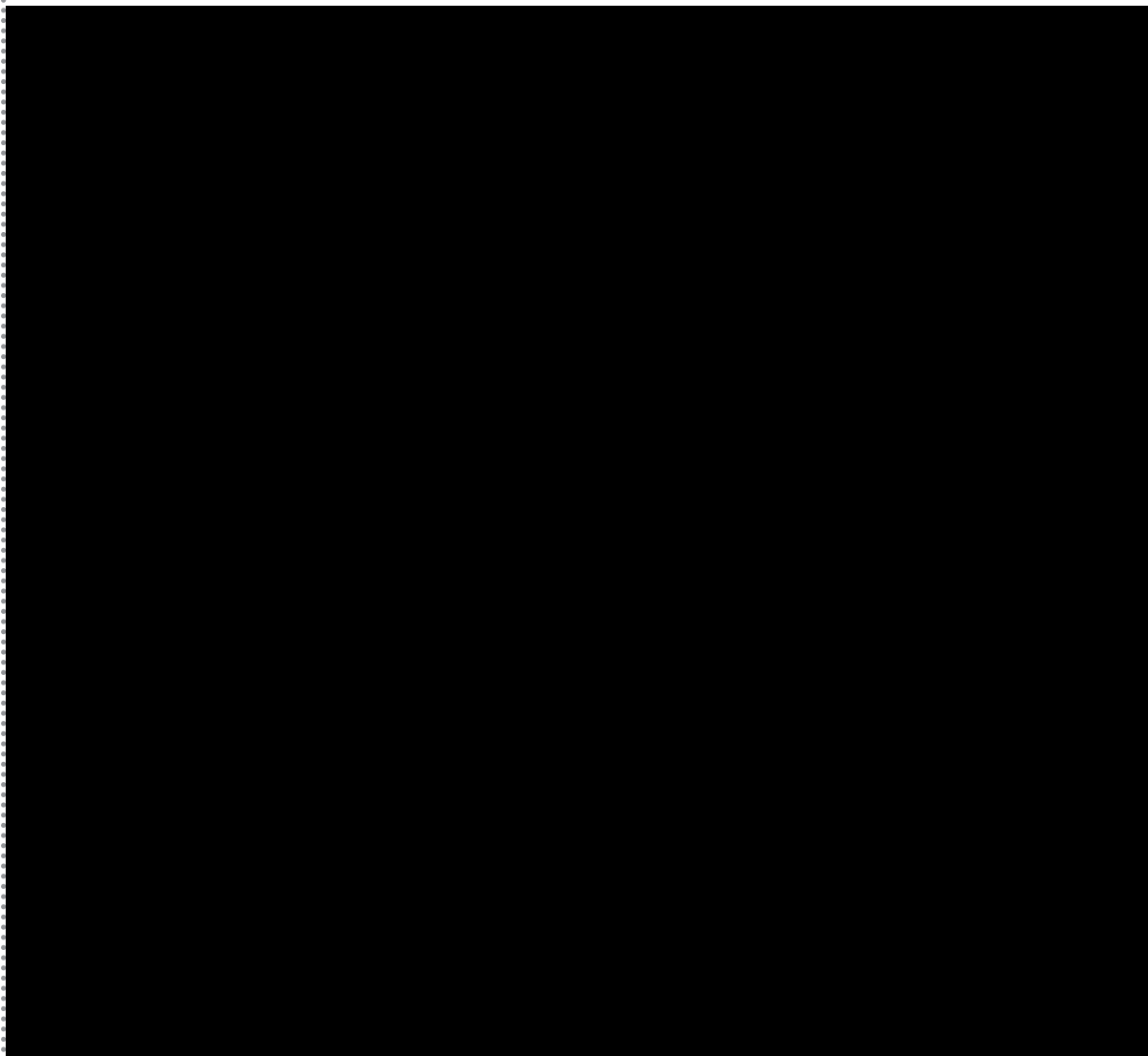
#### Student Learning

- Inform and/or involve/educate adults in children's lives about children's learning activities.
- Provide educator training on the value of parent involvement at home.
- Utilize parent/school compacts to support shared responsibility for student learning.

#### Evaluation

- Use validated data collection instruments for evaluating family involvement. For more information, go to [www.hfrp.org/family-involvement/publications-resources/data-collection-instruments-for-evaluating-family-involvement](http://www.hfrp.org/family-involvement/publications-resources/data-collection-instruments-for-evaluating-family-involvement)

## What Schools and Families Can Do to Address Child Readiness



Children enter kindergarten from a variety of settings, such as homes, child-care centers, family child care, preschools, and Head Start programs. Wherever they come from, it's important to prepare young children for school to set them up for long-term academic success.

Studies show that parents and families commonly rely on schools to oversee their children's education once the child enters kindergarten. Schools can change this tendency by offering transition activities that encourage family involvement, such as:

- **Creating transition plan timelines** a year or more out, including invitations to pre-K night
- **Contacting preschool parents and families** to establish relationships and engage in a dialogue about how to set up effective transition practices
- **Offering kindergarten visits**, including school tours and meeting the teacher, principal, and staff
- **Providing home-learning activities** such as summer book lists and other literacy activities for the months leading to kindergarten
- **Holding informational meetings** and parent orientation
- **Creating flyers and brochures** on the transition to kindergarten, including kindergarten registration guidelines and kindergarten options in the community
- **Partnering with local PTOs and parent support groups** to inform parents and families how they can be involved in their child's kindergarten classroom and connect new parents and families with families currently enrolled in the school
- **Staffing bilingual teacher aides** as needed in early care, preschool, and kindergarten settings

When schools and families work together to help young children transition from home to pre-K to kindergarten, the result can be real progress for students. However, transitions don't end with kindergarten. Parents and families must maintain an active role to ensure that their children move successfully from grade to grade throughout the early years of school. Addressing readiness issues during the school year and throughout the summer months will mean greater achievement for these students not only at their current grade-level transition, but as they continue through school. 📖

**Alphabetic Principle.** The understanding that letters are used to represent speech sounds (phonemes). There is a systematic and predictable relationship between written letters and spoken words.

**Alphabet Knowledge.** It's vital that children learn the letters of the alphabet and, ultimately, the sounds the letters represent. They begin to make the connection between letters and sounds, to see that letters work together to form words.

**Analysis.** As it pertains to phonemic awareness, analysis refers to saying a word and breaking it into its sounds. For example, soft: /s/ /o/ /f/ /t/

**Assessment.** The process of documenting knowledge, skills, attitudes, and beliefs. Assessment can focus on the individual learner, the learning community, the institution, or the educational system.

**Decodable text.** A type of text often used in beginning reading instruction. With decodable text, new readers can decipher words using their existing correspondence knowledge.

**Emergent Literacy.** Skills that are recognized as precursors to more conventional forms of reading and writing.

**Expressive Language.** The ability to put thoughts into words and sentences in a way that makes sense and is grammatically accurate.

**Fluency.** Being able to read accurately, quickly, and with proper expression—fluently—means children can focus on the meaning of the words they are reading. Building fluency helps children understand what they read.

**Indicator.** A number or ratio related to a specific goal, derived from a series of observed facts. Indicators can show relative changes due to the described program or project.

**Interactive Shared Reading.** A reading strategy where the adult involves a child or small group of children in reading a book that introduces conventions of print and new vocabulary, or encourages predictions, rhyming, discussion of pictures, and other interactive experiences.

**Interventions.** The instructional practices, methods, strategies, approaches, and programs used by educators, parents, and families to mediate learning.

**Listening Comprehension.** The ability to understand what is spoken or read aloud.

**Milestone.** An ability that is achieved by most children by a certain age. Developmental milestones can involve physical, social, emotional, cognitive, and communication skills such as walking,

sharing with others, expressing emotions, recognizing familiar sounds and talking.

**Onset and Rime.** Onsets and rimes are parts of monosyllabic words in spoken language. These units are smaller than syllables but may be larger than phonemes. An onset is the initial consonant sound of a syllable (the onset of bag is b-; of swim is sw-). The rime is the part of a syllable that contains the vowel and all that follows it (the rime of bag is -ag; of swim is -im).

**Oral Language.** Oral language refers to speaking and listening and more. Children need oral language skills to express their needs and ideas (speaking) and to understand what others say (listening).

**Parallel Talk.** A form of speech in which an adult verbalizes activities of the child without requiring answers to questions. The parallel talk may take a form such as, "You stacked the blocks. You have a red one and two blue ones." The adult repeats utterances of the child correctly and may parallel the child's actions.

**Phonemic Awareness.** Children who separate words into parts learn that words are made of sounds and that changing the sounds changes the words. This ability to hear, identify, and manipulate individual sounds in spoken words is known as phonemes. Children must understand that words are made up of speech sounds or phonemes. For example, the word dog has three phonemes: /d/ /o/ /g/.

**Phonics.** When children understand the relationship between sounds and letters, they are able to recognize familiar words when they are written. Phonics is an instructional strategy—a method of teaching children to read by teaching the relationships between the sounds in speech and the letters of the alphabet in print.

**Phonological Awareness.** Not to be confused with phonics. Children need to be able to hear and play with the separate sounds within spoken words as they begin to learn to read. As they recognize the sounds within words, they learn that words are made up of smaller sounds. Types of phonological awareness include: word awareness, syllable awareness, rhyme awareness, and phonemic awareness.

**Print Awareness.** As children explore all types of printed materials (like books, magazines, and signs), they see that pictures and written words represent real things. Children also learn how print works, including the direction in which words are read.

**Progress Monitoring.** A scientifically based practice that is used to assess students'

academic performance and evaluate the effectiveness of instruction and making necessary changes. Progress monitoring can be implemented with individual students or an entire class.

**Reading Comprehension.** Making meaning of written words is necessary for understanding what we read. Children can use various strategies to help them understand what they read. They can use what they already know (background knowledge) to make sense of what they read, use pictures and captions, make predictions, create mental pictures, ask questions, and summarize.

**Receptive Language.** The ability to understand or comprehend language heard or read.

**Scaffolding.** Temporary guidance or assistance provided to a student by a teacher, another adult, or a more capable peer, enabling the student to perform a task he or she otherwise would not be able to do alone, with the goal of fostering the student's capacity to perform the task on his or her own later on.

**Screening.** Any brief assessment done to determine if broader, more in-depth comprehensive testing is necessary.

**Synthesis.** Putting together sounds in a word.

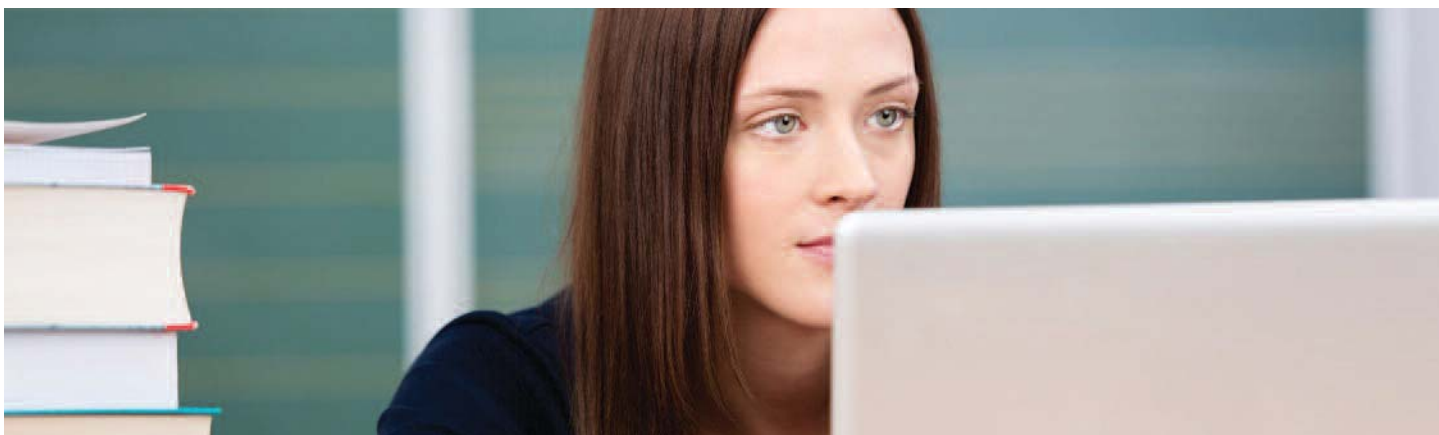
**Tier 1 Core Instruction.** Every student receives 90 minutes of high-quality evidence-based instructional core program—whole group and small group.

**Tier 2 Targeted Instruction.** Students no more than one year behind participate in differentiated learning in addition to Tier 1 core instruction.

**Tier 3 Intensive Instruction.** Students who are more than two years behind receive 60 to 75 minutes of intensive instruction daily in addition to Tier 1 core instruction.

**Vocabulary.** Knowing lots of words also helps children's reading comprehension. Children with a limited vocabulary have difficulty understanding what they read. Children learn words in two ways—by hearing and seeing words as they listen, talk, and read and by having parents, families, and educators teach them the meanings of words.

**Writing.** Early writing is connected to reading success. Scribbling, drawing, and pretending to write are beginning steps. Children also may use invented spelling—getting some but not all of the letters correct or leaving out letters—as they begin to make the important connection between the sounds of language and the letters of the alphabet.



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### Resources

For additional resources, visit  
[ReadOnArizona.org/resources](http://ReadOnArizona.org/resources)

# THE ACHIEVEMENT GAP

The achievement gap between children from high- and low-income families is roughly **30 TO 40 PERCENT LARGER** among children born in 2001 than among those born twenty-five years earlier.<sup>1</sup>



“... EDUCATION IS A WAY OUT OF POVERTY — BUT POVERTY IS ALSO A HINDRANCE TO EDUCATION.”<sup>2</sup>



Parents with the means invest more time and money than ever before in their children while lower-income families, which are now more likely to be headed by a single parent, are increasingly stretched for time and resources.<sup>3</sup>

LOW-INCOME YOUTH LACK OPTIONS IN THE SUMMER, and sometimes come to the library because it's air-conditioned.<sup>4</sup>



FOR EVERY ONE LINE OF PRINT READ BY LOW-INCOME CHILDREN, MIDDLE-INCOME CHILDREN READ THREE.<sup>5</sup>

## What Happens to Children DURING THE SUMMER?



During the summer months, disadvantaged children tread water at best or even fall behind. It's what we call

### “SUMMER SLIDE”

while better-off children build their skills steadily over the summer months.



### SUMMER LEARNING LOSS

accounts for about two-thirds of the ninth grade achievement gap in reading.

## How Summer Learning Can Help CLOSE the Achievement Gap.

### SUMMER LEARNING PROGRAMS TARGETED TO LOW-INCOME STUDENTS

can help close the achievement gap that has been attributed, at least in part, to cumulative learning loss during the summers and that has been shown to be steeper for low-income students than for others.



Longitudinal studies indicate that **the effects of summer learning programs endure for at least two years after participation.**<sup>6</sup>

<sup>1-3</sup> New York Times, Feb 9, 2012. Education Gap Grows Between Rich and Poor. Studies Say. Sean F. Reardon, Stanford University. Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children. <sup>2</sup> Peter Edelman, Professor of Law, Georgetown Law Center, Huffington Post, *Reinvigorating the American Dream: A Broader Bold Approach to Tackling the Achievement Gap*. <sup>4,5</sup> Gains and Gaps: Changing Inequality in U.S. College Entry and Completion, Martha J. Bailey, Susan M. Dynarski. <sup>6</sup> *Making Summer Count: How Summer Programs Can Boost Children's Learning*, RAND Corporation 2011. <sup>7</sup> *Lasting Consequences of the Summer Learning Gap*, Karl L. Alexander, Doris R. Entwistle, and Linda Steffel Olson, American Sociological Review 2007. Additional Sources: The Achievement Gap, Education Week, Aug 3, 2004. Annie E. Casey Foundation 2011.



## ESSA-Evidence Based Requirements and Resources

<p>LEAs and Schools will develop Integrated Action Plans, based on primary needs identified in the Comprehensive Needs Assessment and thorough root cause analyses. ESSA requires all school improvement strategies, practices, programs and interventions funded through Title I 1003(a) meet specific evidence requirements and demonstrate a statistically significant effect on improving meaningful student outcomes. The Arizona Department of Education will not fund any strategies, practices, programs and interventions that do not meet the rigorous ESSA evidence requirements.</p>	<p><b>The Department strongly recommends that LEA and school leaders choose strategies, practices, programs or interventions that have strongest statistical significance and effect sizes in like contexts; with particular populations (e.g. English learners, special education), communities (e.g. urban or rural), and other special interest areas.</b></p> <p><b>These searchable data bases contain programs, practices, and interventions that are rated strong, moderate or promising. The lists are not necessarily exhaustive. You may search on the internet or request a third party research study from the publisher, if something you are interested in is not found on this list. (NOTE: case studies, surveys and white papers are not acceptable) Disclaimer: We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Arizona Department of Education websites or products contained within these pages. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.</b></p>
<p><b>Tier 1 Strong</b></p>	<p>Strong evidence from at least one well-designed and well implemented experimental study demonstrating that the practice, program or intervention improves a relevant student outcome (e.g., reading scores; attendance rates). Experimental studies (e.g., Random Control Trials) are those in which students are randomly assigned to treatment or control groups, allowing researchers to speak with confidence about the likelihood that an intervention causes an outcome. Well-designed and well implemented experimental studies meet the What Works Clearinghouse (WWC) evidence standards without reservations. The research studies use large, multi-site samples. Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>

<p><b>Tier 2 Moderate</b></p>	<p>Moderate evidence from at least one well-designed and well implemented quasi-experimental study that found the program, practice or intervention improves a relevant student outcome (e.g., reading scores, attendance rates). Quasiexperimental studies (e.g., Regression Discontinuity Design) are those in which students have not been randomly assigned to treatment or control groups, but researchers are using statistical matching methods that allow them to speak with confidence about the likelihood that an intervention causes an outcome. Well-designed and well implemented quasi-experimental studies meet the What Works Clearinghouse (WWC) evidence standards with reservations. The research studies use large, multi-site samples. No other experimental or quasiexperimental research shows that the intervention negatively affects the outcome. Researchers have found that the intervention improves outcomes for the specific student subgroups that the district or school intends to support with the intervention.</p>
<p><b>Tier 3 Promising</b></p>	<p>Promising evidence from at least one well-designed and well implemented correlational study. Correlational studies (e.g., studies that can show a relationship between the intervention and outcome but cannot show causation) have found that the intervention likely improves a relevant student outcome (e.g., reading scores, attendance rates). The studies do not have to be based on large, multi-site samples. No other experimental or quasiexperimental research shows that the intervention negatively affects the outcome. An intervention that would otherwise be considered Tier 1 or Tier 2, except that it does not meet the sample size requirements, is considered Tier 3.</p>
<p><b>Website resources - (not an exhaustive list)</b></p>	
<p>Evidence for ESSA Johns Hopkins University/Center for Data-Driven Reform in Education</p>	<p><a href="http://www.evidenceforessa.org/">http://www.evidenceforessa.org/</a></p>
<p>What Works Clearinghouse, developed by the Institute of Education Sciences (IES)</p>	<p><a href="https://ies.ed.gov/ncee/WWC/">https://ies.ed.gov/ncee/WWC/</a></p>
<p>Promising Practices Network on Children, Families and Communities</p>	<p><a href="http://www.promisingpractices.net/resources_highschoolgrad.asp">http://www.promisingpractices.net/resources_highschoolgrad.asp</a></p>

Best Evidence Encyclopedia, developed by the Center for Data Driven Reform in Education at Johns Hopkins University	<a href="http://www.bestevidence.org/">http://www.bestevidence.org/</a>
National Center on Intensive Intervention at American Institutes for Research	<a href="http://www.intensiveintervention.org/">http://www.intensiveintervention.org/</a>
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RAND report on school leadership interventions under ESSA	<a href="http://www.rand.org/pubs/research_reports/RR1550-2.html">http://www.rand.org/pubs/research_reports/RR1550-2.html</a>
The Role of Supportive School Environments in Promoting Academic Success	<a href="https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success">https://www.collaborativeclassroom.org/research-articles-and-papers-the-role-of-supportive-school-environments-in-promoting-academic-success</a>
National Registry of Evidence-based Programs and Practices (NREPP)	<a href="https://www.samhsa.gov/nrepp">https://www.samhsa.gov/nrepp</a>
Program/Practice/Intervention - CASEL	<a href="https://casel.org/about-2/">https://casel.org/about-2/</a>

*Disclaimer: We have taken all reasonable care to ensure that the information contained within these pages is accurate and up-to-date. We do not endorse any non-Arizona Department of Education websites or products contained within these pages. These webpages and documents provide only a sampling of available resources and in no way should be considered an exhaustive list of available resources. It is at the discretion of individual districts and schools to determine appropriate resources to serve stakeholders.*

# KATE WRIGHT

An innovative and widely experienced educational leader, with a unique background of classroom instruction, site-level leadership, education policy and advocacy, and educational leadership. My experience spans K-12 classroom, district and state level education agencies, and higher education. I excel at leading and implementing new programs and initiatives, fostering relationships, building capacity, and educational advocacy for underserved communities.

## EXPERIENCE

**AUGUST 2019 – CURRENT**

**ASSOCIATE SUPERINTENDENT**, ARIZONA DEPARTMENT OF EDUCATION

In this position, I serve as the Associate Superintendent for the High Academic Standards for Students Division, overseeing the Office of English Language Acquisition, Migrant and Homeless Education, Early Childhood Education, K-12 Standards, and Career and Technical Education. In addition to managing these units, I also lead multiple projects for the agency, including Continuous Learning, Teaching and Learning Framework, Strategic Funding Support Team, and a Crisis Management Team for strategic interventions.

**JULY 2016 – AUGUST 2019**

**DEPUTY ASSOCIATE SUPERINTENDENT**, ARIZONA DEPARTMENT OF EDUCATION

In this position, I oversee the Office of English Language Acquisition Services, manage the Migrant, Refugee, Homeless and Foster education programs, lead inclusion efforts for special populations, direct state-wide technical assistance and professional learning, manage standards and curriculum for English learners, facilitate multiple stakeholder advisory groups, manage three federal grant programs (Title I-C, Title III, and McKinney Vento), operate a budget of over \$20 million, and supervise a staff of 20.

**JANUARY 2018 – CURRENT**

**ADJUNCT FACULTY**, GRAND CANYON UNIVERSITY, COLLEGE OF EDUCATION

I currently teach graduate-level education courses for the Master of Education cohort program.

**MAY 2014 – JULY 2016**

**DEAN OF SPECIALIZED PROGRAMS/DIRECTOR OF P-12 EDUCATION**,  
UNIVERSITY OF PHOENIX

In this position, I managed the entire professional learning portfolio for the College of Education at the University of Phoenix, developed 18 new P-12 online professional learning courses, analyzed, developed, delivered and evaluated learning solutions to meet the strategic goals of P-12 districts and community college stakeholders, and created a comprehensive hybrid New Teacher Induction program.

**JANUARY 2013 – MAY 2014**

**EDUCATION PROGRAM SPECIALIST, ARIZONA DEPARTMENT OF EDUCATION**

My primary role as an Education Program Specialist in the Office of English Language Acquisition Services was to assist Local Education Agencies in the implementation of education programs for English learners. In this role, I worked with teachers, principals and superintendents to provide professional development on meeting the unique educational needs of our special populations.

**JULY 2010 – MAY 2012**

**ENGLISH LEARNER COORDINATOR, INDIAN RIVER SCHOOL DISTRICT, DE**

In this position, I worked with general education teachers to help them understand the unique needs of our special populations, including English learners, migratory students and refugees, providing professional learning emphasizing cultural competency and inclusive practices.

**FEBRUARY 2006 – JULY 2010**

**ONLINE MARKETING COORDINATOR, NVR INC.**

At NVR Inc. I was a Regional Online Marketing Coordinator. Under the direction of the VP of Sales and Marketing, I managed online marketing and sales for Maryland, Virginia, Delaware, and New Jersey. I handled inbound information requests, managed website campaigns and updates, and worked with regional sales teams to maximize online presence. (This job allowed me to work from home before my children started school.)

**AUGUST 2003 – JULY 2005**

**ENGLISH TEACHER, WORCESTER COUNTY PUBLIC SCHOOLS, MD**

While working with Worcester County Public Schools, I taught 10th grade English Language Arts and 11th grade U.S. Literature. I remediated students for the Maryland Writing Test and prepared students for the Maryland State Assessment. I was commended for the pass rate of my 10th grade students in 2005. In addition, I was promoted as a Resource Teacher/Testing Coordinator before leaving education to spend time at home with two small children.

**AUGUST 1999 – JULY 2002**

**ENGLISH TEACHER, HOWARD COUNTY PUBLIC SCHOOLS, MD**

**AUGUST 1996 – JULY 1999**

**ENGLISH TEACHER, HARFORD COUNTY PUBLIC SCHOOLS, MD**

## EDUCATION

**PRESENT**

**CONTINUING EDUCATION- EDUCATIONAL LEADERSHIP, GRAND CANYON UNIVERSITY**

Graduate credits/Educational Leadership

**JULY 2011**

**MASTER OF EDUCATION- TEACHING ENGLISH AS A SECOND LANGUAGE, GRAND CANYON UNIVERSITY**

Graduated summa cum laude

2004-2005

**EDUCATIONAL LEADERSHIP**, UNIVERSITY OF CINCINNATI

Graduate credits/Educational Leadership

MAY 1996

**BACHELOR OF ARTS- SECONDARY EDUCATION (ENGLISH)**, SALISBURY UNIVERSITY

Graduated magna cum laude

## PROJECTS

- **CONTINUOUS LEARNING GUIDANCE-** ARIZONA DEPARTMENT OF EDUCATION (ADE)
- **STATEWIDE STRATEGIC FUNDING SUPPORT TEAM-** ADE
- **ARIZONA TEACHING AND LEARNING FRAMEWORK-** ADE/WESTED COMPREHENSIVE CENTER
- **STATEWIDE FORMATIVE ASSESSMENT-** ADE/WESTED COMPREHENSIVE CENTER
- **ESSA STATE PLAN-** ADE/WESTED COMPREHENSIVE CENTER
- **ARIZONA LANGUAGE DEVELOPMENT APPROACH-** ADE/WESTED COMPREHENSIVE CENTER
- **ARIZONA FRAMEWORKS FOR ENGLISH INSTRUCTION-** ADE/WESTED COMPREHENSIVE CENTER
- **ARIZONA ENGLISH LANGUAGE DEVELOPMENT STANDARDS 2019-** ADE/ WESTED COMPREHENSIVE CENTER
- **STRUCTURED ENGLISH IMMERSION FRAMEWORKS-** ADE

## LEADERSHIP

JULY 2016 – CURRENT

**STATE LEAD**, COUNCIL FOR STATE SCHOOL OFFICERS (CCSSO) EL COLLABORATIVE

JULY 2016 – CURRENT

**STATE LEAD**, INTERSTATE MIGRANT EDUCATION COUNCIL (IMEC)

JUNE 2019 – CURRENT

**EL NATIONAL ADVISORY COUNCIL**, COUNCIL FOR STATE SCHOOL OFFICERS (CCSSO)

AUGUST 2019 – CURRENT

**K-3 LITERACY COMMITTEE**, ARIZONA STATE BOARD OF EDUCATION

AUGUST 2019 – CURRENT

**BOARD OF DIRECTORS**, COGNIA

AUGUST 2019 – CURRENT

**ADVISORY BOARD**, READ ON ARIZONA

AUGUST 2019 – CURRENT

**SUSTAINABILITY BOARD**, READ ON ARIZONA

AUGUST 2019 – CURRENT

**BOARD OF DIRECTORS**, WESTED

AUGUST 2019 – CURRENT

**PROFESSIONAL DEVELOPMENT COMMITTEE**, WESTED

JUNE 2018 – JUNE 2019

**ENHANCING STATE CAPACITY WORK GROUP**- COUNCIL FOR STATE SCHOOL OFFICERS (CCSSO)

JUNE 2018 – JUNE 2019

**PAST-PRESIDENT**, ARIZONA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (AZ ASCD)

JUNE 2017- JUNE 2018

**PRESIDENT**, ARIZONA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (AZ ASCD)

JUNE 2016- JUNE 2017

**PRESIDENT-ELECT**, ARIZONA ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT (AZ ASCD)

JUNE 2016

**WORK GROUP**- NATIONAL COUNCIL FOR THE ADVANCEMENT OF EDUCATOR ETHICS

2015- 2016

**TEACH TO LEAD CRITICAL FRIEND**, UNITED STATES DEPARTMENT OF EDUCATION

## Professional Profile

20+ years as an Early Childhood Practitioner in the military, private, and public sector

- Manage 25+ early childhood educators
- Responsible for the health, well-being, and educational development of up to 300 children.
- Knowledgeable and proficient in AZDHS guidelines for Preschool and Childcare Facilities
- Knowledgeable of Air Force Operating Instructions as they apply to early childhood, special education and school age children.
- Knowledgeable of Early Childhood Systems (ADE, DES, QF, ESCE, etc.).
- Knowledgeable of Early Childhood Funding streams and strategies on braiding funding to support and sustain high quality early learning.
- Knowledgeable of the state wide QRIS system with our sister agency FTF
- Won awards in both the military civil service and civilian sector

## Professional Accomplishments

### Sunrise Preschool

- Managed a Department of Health Services-licensed child care center with 300+ children ages six weeks to 12 years of age and over 25 early childhood staff.
- Nominated for the Horizon award in 2008, 2009, and 2010 for grass roots marketing
- Nominated in 2008 and 2009 for Director of the Year
- Nominated and won financial and file management award in 2009

### Davis Monthan Air Force Base Child Development Center

- Was nominated for and won Junior civilian of the Quarter in 2003, 2004, and 2005.
- Was chosen to be the main closing supervisor for the facility in the Director's absence
- Was personally chosen by squadron flight chief to step in as the acting Assistant Director for the School Age Program located at the DMAFB Youth Center
- Ensuring young children from military families have access to high quality early care and learning

### University of Phoenix

- Was trained in and enrolled for three specialty programs when most employees were only permitted to train and enroll for one specialty program. I oversaw Business and Technology, Healthcare, and Education.

### Odyssey Services Corporation

- Provided services to high school age children, young adults, and adults with Developmental Delay in the following areas: supported educational services, work adjustment training, and vocational rehabilitation services for the Page, Tuba City, Fredonia, Phoenix, and Tribal DDD population.
- Ensuring that children and adults with developmental disabilities are equitably represented within the school and community workforce

### Arizona Department of Education

- Core and founding team member of the Arizona Department of Education Early Childhood Task Force On Inclusion.
- Administrative Lead on the \$80 million Preschool Development Grant (PDG). Through this

project oversaw the statewide Communities of Practice (COPs)

- Provided training and technical assistance to local education agencies, military DODEA programs, private programs, home providers, and faith based programs.
- Oversaw the Indicator 12 compliance data point for Early Childhood Special Education and provided technical assistance to LEAs regarding this data and compliance indicators related to Indicator 12.
- Ensuring children from vulnerable populations have access to a high quality education.

## Work History

<b>ECE Education Program Specialist/Director/Deputy Associate Superintendent</b>	AZ Dept. of Education	04/2014- Present
<b>Client Provider</b>	Odyssey Services Corp	08/2013- 04/2014
<b>Enrollment Advisor</b>	The University of Phoenix, Phoenix, AZ	10/2011-11/2012
<b>Director</b>	Sunrise Preschool, Glendale, AZ	07/2006-06/2011
<b>Education Technician</b>	DMAFB CDC, Tucson, AZ	10/2001-07/2006
<b>Recreation Aid/Teen Outdoor Adventure</b>	DMAFB Youth Center, Tucson, AZ	05/1998-10/2001

## Education

<b>BAE</b>	University of Arizona, Tucson, AZ	05/2001
<b>MAE</b>	Grand Canyon, Phoenix, AZ	05/2014

## Training

- Lectio Program Evaluation Framework (TOT) Cadre Trainer
- Implementation Science (National Implementation Research Network)- to include Initiative Inventory and Hexagon Tool
- LETRS Facilitator Trained

## Membership/Boards

- Early Childhood Task Force on Inclusion
- My Veteran Community Network
- African American Advisory Council
- Arizona Developmental Disabilities Planning Council
- National Association for the Education of Young Children (NAEYC)

# SEAN ROSS

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## EDUCATION

**Northern Arizona University**, Flagstaff, AZ

Master of Secondary Education, English Curriculum and Instruction, 2003

**Arizona State University**, Tempe, AZ

Bachelor of Arts Degree, English, 1997

Summa cum Laude

## PROFESSIONAL EXPERIENCE

**Arizona Department of Education**, Phoenix, AZ

2015-Present

Deputy Associate Superintendent of K-12 Academic Standards

- Statewide Guidance
  - Responsibilities include writing, revising, and facilitating the building of statewide guidance related to instruction, standards, and assessment in grades K-12.
- Facilitate Academic Standards Reviews
  - Responsibilities include building subcommittees, building working groups, planning meetings, leading meetings, managing over one hundred teachers in the review process, finding and providing key resources, facilitating the review and refinement of the K-12 academic standards, and presenting to diverse stakeholders on the standards review process.
- Professional Development
  - Responsibilities include guiding the development of professional development for standards-based instruction, analyzing and predicting the professional development needs of teachers and school leaders, building research-based resources for K-12 educators, establishing guidelines for best practices in instruction, and presenting to diverse stakeholders on best practices.

**Arizona School for the Arts**, Phoenix, AZ

2000 – 2007, 2009-2014

Teacher, Language Arts 6, 9, 10, 11, & AP 11

- Curriculum Developer, 6<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and AP11<sup>th</sup> Grade Language Arts
  - Responsibilities include writing unit plans, aligning to the Common Core Standards, crafting assignments and rubrics, and creating a plan for writing instruction for grades 5 through 12.
- English Department Chair
  - Responsibilities include managing the department budget, book ordering, developing a Scope and Sequence for grades 5 -12, implementing advanced and AP courses, handling parent issues, teacher training, professional development, and transitioning the school to the Common Core Standards.
- Lead Teacher Mentor
  - Responsibilities include new teacher training, teacher observations and evaluations, writing a curriculum map for new teacher training, special education instruction, professional development, handling parent issues, and teacher interventions.
- Team Leader, 6<sup>th</sup>, 9<sup>th</sup> & 10<sup>th</sup> Grade
  - Responsibilities include running parent meetings, running parent-teacher conferences, handling parent communication, mediating teacher conflicts, teacher training, professional development, and coordinating grade-level curricula.
- Team Leader, School Culture Committee
  - Responsibilities include planning events to build a sense of community among students, planning events to build a sense of community among the staff, and providing a mediator for staff conflicts.

**Scottsdale Community College** Scottsdale, AZ  
Professor, English 102 (Online)

2013-2014

**Paradise Valley Community College**  
Professor, English 101

2007-2008

**Jess Schwartz Jewish Community Day School**, Phoenix, AZ  
Teacher, English 9, 10, 11AP, & 12AP

2007-2009

- Curriculum Developer, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, 12<sup>th</sup> Grade Language Arts
  - Responsibilities include writing unit plans, aligning to the English Language Arts Standards, crafting assignments and rubrics, and creating a plan for writing instruction for grades 9 through 12.
- Humanities Department Chair
  - Responsibilities include managing the department budget, book ordering, developing a Scope and Sequence for grades 9 -12, implementing advanced and AP courses, handling parent issues, teacher training, and professional development.
- AP Teacher – English Literature and Composition
- AP Teacher – AP Language and Composition

#### **ASSOCIATIONS**

Board Member: Arizona Library Association  
Board Member: National Council of Teachers of English  
Board Member: Read On Arizona Advisory Board  
Member: First Things First Literacy and Family Engagement Working Group  
Member: ADE Early Childhood KDI Advisory Team  
Member: ADE Assessment Accommodation Taskforce  
Member: Senate Study Committee on Dyslexia Screening  
Member: International Dyslexia Association

#### **National Presentations:**

National Council of Teachers of English, 2016: K-12 and Higher Education Partnerships  
National Council of Teachers of English, 2017: ELA Standards Implementation Panel  
Society for the Research of Educational Effectiveness, 2018: Implementing ESSA in Real Time  
ExcelinEd Literacy Convening, 2018: Literacy Partnerships in Arizona  
International Dyslexia Association: State Screening Legislation Panel 2019

#### **References:**

Terri Clark, State Literacy Director, Read On Arizona – [REDACTED]  
Dr. Lenay Dunn – Deputy Director, Regional Educational Laboratories West – [REDACTED]  
Dr. Dawn Foley – Assistant Superintendent of K-12 Educational Services, Higley USD – [REDACTED]

Amy Boza, Ph.D.



Position Statement:

I am an educational leader who has embraced new opportunities as a peer coach, school administrator, and a program coordinator. My goal is to successfully develop, expand, and improve learning opportunities through instructional and leadership practices.

Instructional Leadership Experience:

**District Literacy Specialist/ Gifted Coordinator:** Roosevelt Elementary School District, Phoenix, AZ, **2017 to Present**

- Improved district and school compliance of state mandates and laws, including Move on With Reding
- Collaborated with superintendents, principals and other directors to implement strategies for continued improvement
- Developed, presented, and applied learning opportunities for teachers with job embedded professional development

**Director of Education:** Oasis Recovery School, Chandler, AZ, **2016 to 2017**

- Increased High School course completion by 60% from previous year
- Streamlined credit review process and appropriate course placements for students
- Managed various budgets

**New Century Learning Coordinator:** iSchool, Surprise, AZ, **2014-2015**

Online High School, Dysart Unified School District

- Increased course enrollments by 39%
- Expanded course offerings by 19%
- Improved lab environment student participation 75% from the previous year

**Assistant Principal**

Sunset Hills Elementary School, Surprise, AZ, **2015-2016**

Sonoran Heights Elementary School, Surprise, AZ, **2013-2014**

Dysart Elementary, El Mirage, AZ, **2012-2013**

- Managed safety and discipline for 600-1200 students
- Conducted teacher evaluations and professional development opportunities

**Online Adjunct Professor**

Ashford University/ Bridgeport Education, Grand Canyon University, **2010-2012**

- Undergraduate Early Childhood Coursework Instructor:
  - Language Development in Young Children
  - Intro into Early Childhood Behavior Management
  - Administration of Early Childhood Education Programs
  - Cognitive Development of Infants and Young Children
  - Language Arts Methods

**Instructional Coaching**

Instructional Growth Teacher: Sonoran Heights Elementary School, Surprise, AZ, 2010-2012

Reading Coach: Cimarron Springs Elementary School, Surprise, AZ, 2007-2010

Notables and Additional Trainings:

**Advanc-Ed Accreditation Review Team Member 2016-2017**

**AzAC Benchmark Writing Team**

**Collaborative Literacy Intervention Project (CLIP):** Literacy project based on Reading Recovery

**Dynamic Indicators of Basic Literacy Skills (DIBELS) Next:** Certified Trainer

**eCollege, Moodle and Angel (Blackboard)**

**From L to J- Dr. Lee Jenkins**

**Houghton Mifflin Training of Trainers**

**Language Essentials for Teachers of Reading and Spelling (LETRS)**

**Professional Learning Communities- Using data and team products to drive conversations**

**State Reading Task Force Committee Member**

**Teach for Success: Reading First Training**

**Teaching Reading Effectively Training of Trainers- Arizona Department of Education**

**West Ed Coach for Success Training**

Presentations:

- Balanced Literacy Framework*
- Differentiated Classroom Instruction*
- Guided Reading*
- Tools for Behavior Interventions in the Classroom*
- Teacher Evaluation System, based on C. Danielson's Framework*
- Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Next*
- Differentiated Small Group Instruction*
- Literacy Work Stations*
- Explicit Vocabulary Instruction*
- Comprehending Various Types of Text*
- Informational Text: Teaching Strategies to Foster Comprehension*
- Scientific Based Spelling Instruction*
- Teaching the Elements of Literature*
- Templates for Explicit Instruction, Parts 1 & 2*
- Dynamic Indicators of Basic Early Literacy Skills Training*
- Using Word Walls in the Classroom*
- I've DIBEL-ed Now What: Using Data to plan Instruction*
- Elements of the Teach for Success Protocol*

Education/Certification:

**Ph.D. Leadership in Ed. Administration-** Capella University, Minneapolis, MN

**M.Ed. Curriculum & Instruction-** Grand Canyon University, Phoenix, AZ

**B.S. Elementary Education-** Grand Canyon University, Phoenix, AZ

Certificates- Arizona Teacher Certification; Arizona Principal Certification

Endorsements- Early Childhood, Reading Specialist, English as a Second Language, Gifted

# Jason D. Clark

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Cell: [REDACTED]

Email: [REDACTED]

## Education

Walden University, Minneapolis, Minnesota

**Masters of Science, Education:**

**Early Childhood Studies- Administration, Management, and Leadership**

Siena Heights University, Adrian, Michigan

**Bachelor of Arts, Major: Child Development**

**Minor: Psychology**

- Honored for "Outstanding Achievement in Child Development" at graduation.

## Professional experience

**State of Arizona: Department of Education, Early Childhood Education Unit**

Director of Early Childhood Education, August 2019 to Present

- Support the work of Statewide early childhood education and care initiatives
- Maintain state early childhood standards and guidelines
- Maintain partnerships with national, state and local early childhood partners
- Support the development and execution of early childhood professional development

**Ak-Chin Indian Community: Child Development Department, Maricopa, Arizona**

Early Childhood Education Manager, August 2017 to July 2019

- Manage all day to day operations of early childhood programming related the care and education of children 0-5 years old.
- Train and develop staff
- Maintain high-quality care and education through program assessments

Assistant Program Coordinator, January 2015 to August 2017

- Active in all aspects of the day to day operations, including budgeting, staff development, curriculum development, assessment, special education coordination, community partnerships, quality improvement assessments

**First Things First- Pinal Regional Council, Pinal County Arizona**

Council Member, July 2018 to August 2019 Volunteer – Tribal Representative

**Central Arizona College, Pinal County Arizona**

Early Childhood Education Advisory Board, 2019 Volunteer

**Maricopa County Head Start, Mesa, Arizona**

Area Supervisor, May 2014 to December 2014

- Oversight of all preschool operations for as many as 10 sites, 30 staff, and 300 students

Site Supervisor, July 2008 to May 2014.

- Responsible for the daily operations of multiple Maricopa County Head Start classrooms.
- Provide guidance, training, and supervision for teachers, teacher assistants

PR/Award # S371C200007

**Homes of Hope, Fiji** Wailoku, Fiji

Education Consultant, September 2010 to September 2014 -Volunteer

- Restoration for women and children rescued from sex trafficking.
- Curriculum Development and teacher training for primary school ages birth to 2<sup>nd</sup> grade.
- Child abuse prevention curriculum development.
- Teacher training.

**YMCA of Lenawee County**, Adrian, Michigan

Child Development Director, May 1997 to Feb 1998

- Licensed by the State of Michigan
- Responsible for latch key, all day care, preschool, and summer day camp programs. Licensed for 139 children at two sites.
- Supervised and trained 20+ P/T staff.
- Maintained budget responsibilities

Youth Sports Coordinator, Aug 1995 to May 1997

Latchkey Site Director, Sept 1994 to Apr 1995

Preschool Teacher, Sept 1992 to May 1994

Other positions held, June 1991 to Aug 1995

- Summer day camp counselor, Latchkey caregiver, children's fitness instructor, preschool gymnastics instructor, and lifeguard

Sarah A. Bondy



## Education

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### Masters of Education

Northern Arizona University, Phoenix campus – December 2009

GPA 4.0, with Distinction

### Reading Specialist endorsement

Northern Arizona University, Phoenix campus – December 2009

### Structured English Immersion endorsement

Ottawa University – August 2007

GPA 4.0

### Bachelor of Science in Elementary Education

Content Emphasis- Early Childhood

Northern Arizona University, Flagstaff – May 2006

GPA 3.4, Academic Excellence Honoree

## Certifications and Endorsements

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Arizona Teaching License, K-8

Reading Specialist, Northern Arizona University, K-12, 2009

Structured English Immersion, Ottawa University, K-12, 2007

## Teaching Experience and Work History

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### Arizona Department of Education, June/2018-present

- K-12 Academic Standards Unit
  - K-3 Early Literacy Specialist
  - Move on When Reading team
- Review and evaluate K-3 literacy plans and data for compliance of ARS 15-704 and provide schools and districts with feedback and targeted support
- Facilitate Teaching Reading Effectively implementation around the state, coordinate 14 state TRE trainers, evaluate and revise TRE content to ensure alignment to current research and best practices
- Evaluate statewide K-3 literacy data and practices for common trends, areas for support, and targeted outreach
- Present at state conferences; First Things First Summit, Office of English Language Acquisition Services Conference, ADE Early Childhood Summit, and ADE Teacher's Institute

**Peoria Unified School District- Peoria, AZ 2006-2018**

Ira A. Murphy Elementary School, June/2014-May/2018

- Reading Specialist and Interventionist

Coyote Hills Elementary School, August/2012-May/2014

- 4<sup>th</sup> Grade Teacher

Vistancia Elementary School, August/2009-May/2012

- 3<sup>rd</sup> Grade Teacher

Vistancia Elementary School, August/2006-May/2009

- 4<sup>th</sup> Grade Teacher

- Met weekly with Title 1 team and administration to review school-wide goals and vision, plan professional development
- Facilitated K-2 phonics program, Wilson Foundations
- Planned, prepared, and instructed a program of study that met the individual needs, interests, and abilities of my students
- Created a positive and nurturing class environment
- Assessed student abilities according to Common Core Standards, and provided progress reports as required
- Maintained accurate and complete records required by law, district policy, and administrative regulation

**Skills and Competencies**

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Proficient user of Microsoft products including Word, Publisher, Excel, PowerPoint, and Outlook (2002-present)

National Multiage Institute (2006)

Skills in establishing and maintaining effective working relations with co-workers, students, parents, the general public and others having business with the school district (2006-present)

SmartBoard technology training and classroom use (2006-2018)

Staff website design training and use (2006-2018)

Thinking Maps training and classroom use (2007-2018)

Writing Express (Dr. Spivey) training and classroom use (2007-2018)

Write From the Beginning training and classroom use (2008-2018)

## Michelle M. Hodges

### Education

Grand Canyon University at the Phoenix Campus, Phoenix, Arizona  
Doctor of Education in Organizational Leadership  
Dissertation: Perceptions of Dyslexia

Expected 2020

Arizona State University at the West Campus, Glendale, Arizona  
Masters of Elementary Education

December 2009

Arizona State University at the West Campus, Glendale, Arizona  
Bachelor of Arts in Special Education

May 2007

### LICENSES / CERTIFICATION

K-12 Special Education  
1-8 Elementary Education  
Early Childhood Special Education Endorsement  
E.L.L. Endorsement  
Dyslexia Level I Certificate

### EMPLOYMENT AND OPPORTUNITY HISTORY

*Arizona Department of Education*

*December 2019- Present*

Full time Dyslexia and Literacy Intervention Specialist, currently developing and implementing statewide dyslexia training, ELA standards training, and Move On When Reading guidance. Co-creator of two Requests For Information for statewide universal screeners and trainings to meet state legislation.

*ITEN Teacher Fellowship*

*April 2019- Present*

Member of the Inter-American Teacher Education Network working with governmental institutions of OAS Member states/countries and classroom teachers to advance the teaching profession to solve problems of policy and practice in relation to teacher education in STEM at the early childhood and upper secondary levels.

*Madison Heights*

*July 2013- December 2019*

Full time developmental preschool teacher, preschool case manager, member of the early intervention and screening assessment team, teacher liaison to coordinate kindergarten transitions, member of the dyslexia committee, preschool webpage master, and paraprofessional supervisor to include evaluations and improvement plans.

*The Serin Center*

*May 2012- July 2019*

Director of the Summer Reading Academy specializing in dyslexia, implemented individualized reading intervention programs, trained in Orton-Gillingham, Lindamood-Bell LIPS, Seeing Stars, Cloud 9, Visualizing and Verbalizing programs, and Fast ForWord. Direct services for students in grades K-12.

*Madison Number One Middle School*

*July 2007- July 2013*

Full time fifth – eighth grade resource language arts teacher, sixth grade science and social studies teacher, special education mainstream science teacher, ASU content academy facilitator, Science and the City coordinator, Professional Learning Community team member, after school tutor, cross country coach, and social committee member.

## Michelle M. Hodges



### EMPLOYMENT AND OPPORTUNITY HISTORY CONTINUED

#### *Academic Business Consultant*

*December 2009- December 2013*

Part time educational and e-learning solutions creator, developed theme based lesson plans, created web-based instruction programs, piloted CISCO eBeam technological innovations in the classroom, produced online training program, and open source collaborator.

#### *21st Century Partnership for STEM Education Facilitator*

*June 2010 –April 2012*

Researched and gathered data on effective instruction in the science classroom, conducted monthly data meetings, created formative surveys, and managed employee forms.

#### *American Heart Association Volunteer Coordinator*

*February 2005- 2011*

Coordinated and supervised the activities of the Start Heart Walk, managed volunteers before and at the walk, produced volunteer orientations, provided walk information to shareholders and conducted community outreach for volunteer opportunities.

#### *Madison School District Summer School Coordinator*

*June 2007- June 2009*

Planned and coordinated course offerings for Title 1 summer school, interviewed and hired all certified staff, supervised instructional programs, processed registrations and developed class sections.

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## Education

- **Arizona State University**, West Campus, Glendale, AZ December 2011  
M.Ed. in Secondary Education, English
- **University of Arizona**, Tucson, AZ May 2007  
B.A. in English, Political Science
- Professional Memberships - National Council for the Teachers of English (NCTE), Arizona Reading Association (ARA), Arizona English Teachers Association (AETA)

## Professional Experience

### **Reading/Language Arts Teacher, 7<sup>th</sup> and 8<sup>th</sup> grades**

July 2014-present

Alhambra School District, Phoenix AZ

- Teaching multiple subjects and grade levels, including 8<sup>th</sup> grade Language Arts, Reading Intervention, SFA, Theater Elective class at Andalucia Middle School (2014-2015, 2015-2016, 2016-2017), 7<sup>th</sup> grade Reading Interventions at Andalucia Middle School (2017-2018), 7<sup>th</sup> Grade Reading and ELA at Carol G. Peck School (2018-2019, 2019-present)
- (2014-2015) Andalucia Middle School Creative Writing Club Co-Sponsor and Poetry Contest-Co Sponsor
- (Summer 2015) District ELA/Science Curriculum Planning Committee - Karen Schmaltz, supervising – created exemplar writing assignments and anchor charts for various Informational Text standards; aided in creating the 8<sup>th</sup> grade AZCCRS Explanations and Examples CPR document
- (July 2015) Attended Kagan Conference and learned variety of cooperative learning structures
- (2015-2016) Sponsor of Andalucia 21<sup>st</sup> Century Club Honors Drama Club (2015-2016)
- (April 2016) Taught professional development session about Kahoot and how to use in classroom at Andalucia Staff PD
- (April 2016) Taught professional development session on Butterfly Project and Socrative at District ELA PD session
- (December 2015-2018) Served on District Teacher Evaluation Review Committee
- (Summer 2016) Andalucia 21st Century Summer Parent Class Facilitator - developed and taught parent class, kept records/logs, promoted class, collected and reviewed data; chaperone for ASU Engineering Summer classes for 5-8<sup>th</sup> graders
- (2016-2017) Andalucia PBIS Planning Committee w/ Raul Ruiz, Pam Escobedo, and Scott Lawrence – during July, helped to plan the school PBIS behavior matrix, flowchart, and lesson plans; continued to plan and implement PBIS on committee throughout school year
- (2016-2017) Served on District ELA Curriculum Adoption Committee (led by Missy Penniman)- worked at district to review multiple possible ELA programs and rated them using a rubric, participated in related in professional development, and collaborated to make final decisions; presented final decision to school board in April 2017
- (2016-2017) Andalucia 21st Century Parent Class Coordinator/Facilitator – worked with ASU to provide parent class, organized child care, collected and reviewed data
- (Summer 2017) Summer 2017- Google Teacher Certification Cohort – became Google Educator Certified
- (May-June 2017) 21st Century Summer Parent Class Facilitator - worked with ASU to provide parent class, organized child care, collected and reviewed data
- (2017-2018) Andalucia Strategic Response Team (led by Libby Cohen) - Worked with peers to create schoolwide goals and action steps to complete them, responded to teacher concerns and shared with team

- (Summer 2018) Attended AVID Conference with Carol G. Peck leadership team – professional development and developed plan with site team
- (Fall 2018) Hosted GCU education student intern – worked with student and gave feedback
- (2018-present) Alhambra Mentoring Program - responsible for five mentees, developed and taught PD, met with and mentored mentees
- (2018-present) Carol G. Peck AVID Site Team member – planned and executed PD lessons for staff, planned and executed AVID Night for community
- (2018-present) Other responsibilities at CGP - Tech Liaison (included teaching PD about tech topics), Spelling Bee Coordinator, Read Better Be Better staff facilitator
- (Summer 2019- present) District Literacy Committee – created pacing guides and curriculum, developed staff training videos, continued planning and decisions throughout school year

### **ELA Consultant**

September 2013- July 2014

Meemli.com

- Online shared learning space – Designed curriculum for ELA tutoring course focused on brainstorming and development of thesis statements
- worked with site leadership to develop the best activities for an online based learning environment
- used website interactive software to create lessons and activities
- implemented test courses using software technology and phone technology

### **English teacher, 9<sup>th</sup>-12<sup>th</sup> grade**

July 2012-July 2014

Arizona Call-A-Teen Youth Resources Center of Excellence

- Taught multiple subjects and grade levels, including English 1-2, English 3-4, English 5-6, English 7-8, AIMS Prep Creative Writing, and Reading/Writing Elective (Title I School)
- English department chair and designer of curriculum
- creator and faculty advisor of Creative Writing Club
- taught various Professional Development classes to my co-teachers
- (Summer 2013) Developed the curriculum for and taught a Career-Focused ELA summer school class for all levels of high school students

### **English teacher, 9<sup>th</sup> grade**

January 2012-May 2012

Peoria High School

- Taught English I with Extension (Title I)
- Sponsored the MACC Club

### **Student Teaching/Internships**

September 2010-December 2011

- (Fall 2010) Internship with Eric Berge at Sunrise Mountain High School – taught English Essentials and English II (10<sup>th</sup> grade)
- (Spring 2011) Internship with Jamie O’Keeffe at Royal Palms Middle School – taught Core Knowledge Reading and English (7<sup>th</sup> grade)
- (Fall 2011) Student teaching with Gary Mangin at Ironwood High School – taught AIMS English II (pre-IB) (10<sup>th</sup> grade) and English IV (12<sup>th</sup> grade)

## **Additional Experience and Accomplishments**

### **Non-Teaching Work Experience/Related Skills**

- Universal Background Screening (June 2008-August 2011) - Client Services Representative - Extensive customer service; Worked with clients by phone and email to assist in explaining criminal background checks; responsible for training new employees (adult learners)
- Project Vote Smart (June 2007-February 2008) - Researcher, Legislative Research Department – Responsible for training new employees (adult learners) on how to use voting phone hotline

PR/Award # S371C200007

## Terri Clark

### Current Position:

#### Arizona Literacy Director (June 2012 to Present)

Appointed the Arizona Literacy Director for the State of Arizona in June 2012. In this role, Ms. Clark is responsible for leading the collaborative literacy initiative, working in partnership with the Governor's Office, Arizona Department of Education, Arizona Head Start Collaboration Office, First Things First, State Board of Education and other local philanthropic and community partners to develop an effective continuum of supports to improve language and literacy outcomes for Arizona's children from birth through age eight.

### Experience:

Ms. Clark is an educational leader with over twenty years' experience and an excellent record of leadership and achievement. From 2010 to 2012 she was Executive Director of Bring Me a Book, a statewide early children's literacy organization where she led strategic planning, program management, resource development, and oversight of its mission to strengthen language and emerging literacy skills of California's under-served children. Prior to Bring Me a Book she was Executive Director of the Literacy Network of Greater Los Angeles, a coalition of over 250 literacy providers serving an estimated 250,000 children to adult learners. Clark spearheaded *Literacy@ Work: the L.A. Workforce Literacy Project*, a public/private partnership with core partners such as United Way, the Chamber of Commerce, the Workforce Investment Board, Los Angeles Unified School District, the Community College District, and University of Southern California. Ms. Clark graduated with honors from Brown University.

### Publications:

Lead editor, *Third Grade Reading Success: Decoding What Works Case Study Series* (2020)

Editor, *Read On Arizona's Dyslexia Resource Guide for Families* (2019)

Editor, *Continuum of Effective Literacy Practices: Developing A Thriving Reader- A Practitioner's Guide* (2019)

Featured profile, *Five Elements of Collective Leadership for Early Childhood Professionals*. O'Neill, Cassandra, and Brinkerhoff, Monica. Red Leaf Press, 2018.

Featured profile, *Choose Results! Make a Measurable Difference Through Aligned Action*. Chawla, Raj (2018).

Co-author, "[Identifying Scalable Policy Solutions: a State-wide Cross-Classified Analysis of Factors Related to Early Childhood Literacy](#)", Education Policy Analysis Archives, February 6, 2017

Co-author, Brookings Institute, Brown Center Chalkboard, Blog on Chronic Absenteeism: "[Want to Increase Childhood Literacy Rates?](#)", December 2016

Editor, *Routes to Grade-Level Reading: Strategies for Improving Early Literacy* (2015)

Editor, *Read On Arizona's Early Literacy Guide for Families* (2013)

### Professional Activities:

State Lead (Arizona), National Campaign For Grade-Level Reading

Chair and Member, K-3 Literacy Ad Hoc Committee for Arizona State Board of Education

Lead Partner, Arizona Statewide Family Engagement Center Project

Member, Arizona Literacy Leadership Team

Master Trainer, Harvard Lectio Literacy Program Design Evaluation, Arizona Leadership Team

Co-Lead, Language/Literacy Family Engagement Professional Development Work Group

Data Lead, Arizona Progress Meter for School Readiness and Third-Grade Reading

Board member, ATAS Education Foundation

Member, Arizona Department of Education School Readiness Task Force (Previous)

Member, Results Count Leadership Training, Annie E. Casey Foundation, Arizona Team (Previous)

Member, National Governor's Association, Early Childhood Comprehensive Strategy, Arizona Team (Previous)

PR/Award # S371C200007

# Amy Corriveau

## Skills

- Strategic Long-Range Planning
- Data Based Decision Making Skills
- Multi-Disciplinary Team Development
- Strategic, Systematic Thinking
- Grant Writing Skills
- Support of Executive Board
- Results Based Leadership Skills
- Effective Supervision and Staff Development
- Experience with Quality Assurance and Monitoring
- Continuous Quality Improvement Process
- Create Positive Team Environment
- Manage Multiple Projects

## Knowledge

- Early Learning System
- State Agency Dynamics
- State Government and Political Strategy
- Preventative Health Strategies
- Family Support Strategies
- Child Development and Literacy Development
- Early Learning Standards and Early Learning Outcomes Framework
- Program Guidelines and Quality Improvement Rating Systems
- School Readiness
- Program and Child Outcomes Assessments
- Cultural Diversity and Sensitivity

## Experience

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2015-Present	City of Phoenix	Phoenix, AZ
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### Deputy Human Services Director for Education

- Director of the Head Start Birth to Five Program serving 3,451 children
- Directly responsible for 8 leadership staff
- Oversee the work of 157 staff providing comprehensive service supports and case working
- Ensure the implementation of the Head Start Program Performance Standards
- Develop collaborative partnerships with citywide partners
- Co-Chair Read on Phoenix
- Act as liaison between school leadership and the City of Phoenix
- Support Family Policy Council
- Establish Operational Processes for multiple domains including caseworks support, education, health, nutrition, early childhood specials education and behavioral supports
- Responsible for 32-million-dollar budget

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2008-Present	Arizona Department of Education	Phoenix, AZ
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## Amy Corriveau

### Deputy Associate Superintendent and Head Start State Collaboration Director

- Implements high quality learning programs pre-k through grade 3
  - Oversees 15 staff members to ensure appropriate compliance and validation visits as well as exceptional professional development and technical services
  - Develops statewide policy
  - Facilitates collaboration between and amongst early childhood state level partners
- 

2006-2008

Arizona Department of Education

Phoenix, AZ

#### Program Specialist

- Implemented AZ Early Childhood Assessment Systems
  - Monitored Early Childhood Special Education Programs
  - Authored manuals, memos and other written publications
  - Created and planned high quality professional development
  - Collaborated with AZ Early Intervention Programs for the providing of Part C IDEA Services
  - Monitored full-day kindergarten programs
  - Planned and implemented the AZ Early Learning Conference
  - Provided technical assistance to Arizona districts, charters and families
- 

2002-2006

East Valley Institute of Technology (EVIT)

Mesa, AZ

#### Early Childhood Professions Program Teacher

- Taught child development and introductory teaching techniques
  - Coordinated collaboration between EVIT, Head Start and Early head Start
  - Coordinated the Advisory Board for Early Childhood Professions Programs
  - Acted as an ECE trainer for the State Improvement Grant Contract; 2004-2005
  - Presented Introduction to Quality Care Creative Curriculum and Advanced Professional Development for Childcare Workers
- 

2001-2002

City of Tempe

Tempe, AZ

#### Community Education Coordinator

- Taught Early Childhood Educational Programming
  - Established schedules and methods for community education programs
  - Developed, planned and implemented community education programs
  - Scheduled program providers, facilities, and personnel to ensure quality programming
- 

1996-2001

Fort McDowell Yavapai  
Nation

Fountain Hills, AZ

#### Educator

- Supervised and evaluated special education and general education specialists
  - Organized community events
  - Oversaw services provided by school districts and local social service agencies
  - Coordinated social services for families
- 

1993-1996

Maricopa County Head  
Start

Mesa, AZ

#### Site Director/Teacher

- Maintained local, state and federal guidelines
-

## Amy Corriveau

- Implemented developmentally appropriate educational curriculum
- Supervised and trained staff
- Provided social service referrals and guidance

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### Education

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Arizona State University

Tempe, AZ

1999-2005 **Doctoral Coursework in Curriculum and Instruction**  
1995-1998 **Master of Education Coursework in Special Education**  
1993-1994 **Master of Education Degree with emphasis in Early Childhood Education**  
1989-1993 **Bachelor of Science Degree in Elementary Education**

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### Professional Activities

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- Represented City of Phoenix at Collective Bargaining Table and on-going Union relationships
  - Responsible for the Development and Implementation of the Human Services Equal Opportunity Plan
  - Support the My Brother's Keeper Initiative through Fatherhood Engagement Campaign (MANCAVE)
  - Member of Read on Arizona Advisory Board
  - Vice President of the AZ Head Start Association
  - Member of the Region IX Head Start Board
  - Member of the AZ Early Childhood Alliance
  - PBS Channel 8 Community Action Board Member
  - Executive Member of the National Association for Early Childhood Specialists in State Departments of Education (Previous)
  - East Valley Institute of Technology Career Ladder Co-Chair (Previous)
  - East Valley Institute of Technology TechPrep Representative (Previous)
  - Valley of the Sun Association for the Education of Young Children, Treasurer
  - First Things First State Board Member (Previous)
  - University Teaching Experience
    - Arizona State University, 2000-2012
      - Introduction to Physical Disabilities and other Health Impairments
      - Quality Practices in Collaborative Classrooms
      - Inter-professional and Family Collaboration
      - Orientation to the Exceptional Child
      - Emotional and Behavioral Problems in Children
      - Basic Special Education Curriculum
    - Central Arizona College, 2002-2004
      - Child Development
      - Language Development in Infants and Toddlers
      - Guiding and Observing Children
      - Environments for Infants and Toddlers
      - Curriculum and Learning Materials for Infants
  - Early Childhood Presentations at multiple national and international conferences
-



STATE OF ARIZONA  
OFFICE OF THE GOVERNOR

DOUGLAS A. DUCEY  
GOVERNOR

EXECUTIVE OFFICE

May 21, 2020

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Avenue, S.W.  
Room 3E243  
Washington, DC 20202-6450

Dear Ms. Savage:

I am writing in support of Arizona's application for a Comprehensive Literacy State Development (CLSD) Grant to target literacy support and services to high-need schools serving students facing the greatest obstacles in becoming proficient readers in Arizona.

The State of Arizona is well positioned to successfully implement a CLSD Grant focused on building the capacity of schools in high-poverty areas, particularly within the 168 Qualified Opportunity Zones across Arizona, helping to ensure more of our children have access to a highly-effective teacher or early learning provider. Our State has a strong track record of aligning and coordinating effective literacy supports and services to increase efficiencies and drive improved student achievement.

Literacy is a high priority for my administration, with policies driven by our belief that we can improve literacy, foster academic success, and ensure educational excellence for all Arizona children. The strength of our State's commitment is evidenced by the passage of a historic \$3.5 billion funding plan for Arizona public schools, enactment of the 20x2020 teacher pay plan to increase teacher pay by 20% by 2020, and the investment of an additional \$20 million in early literacy grants to schools serving predominantly low-income students. Arizona's leadership in early literacy is further demonstrated in our initiative *Read On Arizona*, which supports the close collaboration of key state agencies to increase efficient use of resources, improve literacy outcomes and close the achievement gap for low-income and disadvantaged students from birth through grade 12.

I am proud to support Arizona's CLSD grant application for a targeted and comprehensive approach to expand high-quality professional development and evidence-based literacy strategies to drive improved literacy outcomes for Arizona's most underserved students.



State of Arizona

# FIRST THINGS FIRST

4000 North Central Avenue, Suite 800, Phoenix, Arizona 85012

firstthingsfirst.org

## **Chair**

Gerald Szostak

## **Vice Chair**

Helena Whitney

## **Members**

Amelia Flores

Rev. Dr. Darren Hawkins

Marcia Klipsch

Dr. Sherry Markel

Heidi Quinlan

Judge Richard Weiss

Vince Yanez

## **Ex-Officio Members**

Kathy Hoffman

Superintendent, ADE

Tom Betlach

Interim Director, DES

Dr. Cara Christ

Director, DHS

## **Chief Executive Officer**

Marilee Dal Pra

May 19, 2020

The Honorable Betsy DeVos

Secretary

U.S. Department of Education

400 Maryland Ave, SW

Washington, DC 20202

Dear Secretary DeVos,

It is with great pleasure that First Things First submits this letter of support for the Arizona Department of Education's (ADE) Comprehensive Literacy State Development Program grant application.

As Arizona's early childhood agency, FTF has spent the last decade supporting initiatives to promote young children's learning, including early literacy. Our child care quality improvement and rating system – Quality First – supports providers in enhancing the quality of early learning settings, including creating language rich environments.

First Things First also is a founding partner in Read On Arizona, a statewide, public/private partnership of agencies, philanthropic organizations, and community stakeholders committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age 8. In many cases, our 28 regional partnership councils statewide have played an instrumental role in the creation and on-going success of Read On Communities in their areas.

While much progress has been made in recent years – including increases in the number of children with access to quality early learning environments and improvements in third grade reading scores – Arizona's young children continue to face barriers that threaten their success, including only 1 in 3 children who go to preschool and only 1 in 5 preschoolers who has access to a quality program.

The range of literacy supports outlined by ADE in their grant proposal will have a significant impact on literacy outcomes during and beyond the grant period because it starts with a focus on building the capacity of the educators working with our youngest learners. Based on local needs, the grant opportunity may provide access to professional development in effective instruction and evidence based literacy and language

strategies coupled with coaching supports. In addition, evidence based family models may be accessible in some of Arizona's highest need communities. The investment will have an immediate and long-term impact on today's students and tomorrow's.

First Things First looks forward to working with ADE to leverage our relationships with families, early learning providers, policymakers and advocates to ensure that Arizona students across the education continuum have the support they need to learn to read and read to learn!

If you have any questions regarding First Things First and our commitment to the success of this grant, please contact me at [REDACTED]

Sincerely,

[REDACTED]  
Chief Executive Officer

Douglas A. Ducey  
Governor

Cara M. Christ, MD, MS  
Interim Director

May 22, 2020

To Whom It May Concern,

It is with great pleasure that the Arizona Department of Economic Security (DES) submits this letter of support for the Arizona Department of Education's (ADE) Comprehensive Literacy State Development Program grant application.

As the lead agency of the Child Care and Development Fund, through the Child Care Administration (CCA), DES supports providers in enhancing the quality of early learning settings, including creating language-rich environments to promote young children's learning, including early literacy.

CCA serves 50,900 children ages 0-12 years through the child care assistance program for families living at or below 165 percent of the federal poverty level. Over the last two years, CCA has increased the percentage of these children in quality care settings from 33 percent to 44 percent with a goal of reaching 49 percent by the close of the year. Multi-faceted strategies and partnerships are essential to increase and maintain this trajectory and further promote school readiness, and improve child outcomes and support for early learning in Arizona.

While much progress has been made in recent years – including increases in the number of children with access to quality early learning environments and improvements in third grade reading scores – Arizona's young children continue to face barriers that threaten their success. Only one in three children go to preschool and only one in five preschoolers have access to a quality program.

The range of literacy support outlined by ADE in their grant proposal will have a significant impact on literacy outcomes during and beyond the grant period because it starts with a focus on building the capacity of the educators working with our youngest learners. Based on local needs, the grant opportunity may provide access to professional development in effective instruction and evidence-based literacy and language strategies coupled with coaching support. In addition, evidence-based family models may be accessible in some of Arizona's highest need communities. The investment will have an immediate and long-term impact on today's students and tomorrow's. DES looks forward to working with ADE to leverage our relationships with early learning providers and families to ensure that Arizona students across the education continuum have the support they need to learn to read.

If you have any questions regarding DES and our commitment to the success of this grant, please contact Lela Wendell, Child Care Administrator, at [REDACTED]

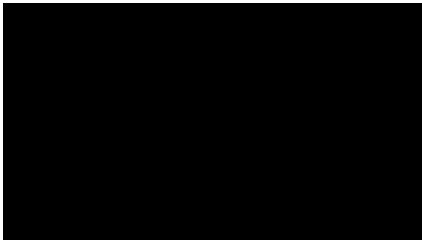
May 14, 2020

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Ave. SW  
Room 3E243  
Washington, D.C. 20202-6450

Dear Ms. Savage,

ASU Mary Lou Fulton Teachers College supports Arizona's Comprehensive State Literacy Development Grant application targeting literacy supports and services to high need schools serving the most disadvantaged and struggling readers in Arizona in high poverty areas, particularly Qualified Opportunity Zones across the state. ASU Mary Lou Fulton Teachers College is a critical partner and long-time collaborator around education in Arizona, particularly in high need communities. Helping the most disadvantaged students and communities across the state build their capacity to deliver stronger literacy outcomes is one of the state's most important priorities.

As a leading education partner, ASU Mary Lou Fulton Teachers College feels that Arizona is well positioned to successfully implement a CLSD grant focused on building capacity in the most struggling schools and systems in high need areas from birth through grade 12, helping to ensure more children have access to a highly effective teacher or child care provider, and has a demonstrated track record in aligning and coordinating literacy supports and services to increase efficiencies and create a continuum of effective evidence-based literacy practices to improve student achievement. ASU Mary Lou Fulton Teachers College supports this application and looks forward to collaborating with state agencies and our state's early literacy initiative to help provide recommendations to strengthen and enhance pre-service courses for students preparing to teach children from birth through grade 12 in explicit, systematic, and intensive evidence-based literacy methods.





## Arizona State Board of Education

1700 W. Washington Street  
Executive Tower, Suite 300  
Phoenix, Arizona 85007  
Phone: [REDACTED]  
Website: [azsbe.az.gov](http://azsbe.az.gov)



May 18, 2020

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Ave. SW  
Room 3E243  
Washington, D.C. 20202-6450

Dear Ms. Cindy Savage,

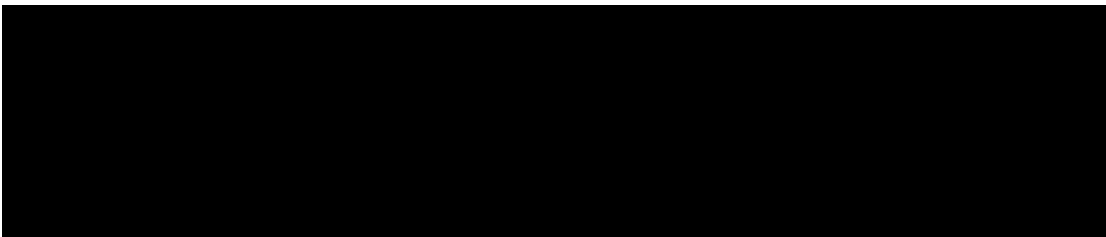
It is my pleasure to write this letter on behalf of the Arizona State Board of Education (Board) in support of Arizona's Comprehensive Literacy State Development Grant (CLSD) application.

In addition to serving as an Advisory Board member for the state's early literacy initiative, Read On Arizona, the Board works collaboratively with governmental and non-governmental partners in pursuit of a shared commitment to support literacy needs to improve student achievement. A prime example of this work is a set of policy recommendations developed with early literacy practitioners and experts that align with Arizona's CLSD Grant application.

Specifically, the Board recommends: 1) an increase in supports and technical assistance to schools (i.e. reading coaches and specialists to provide on-site professional development); and 2) prioritizing the allocation of resources to schools that serve a greater proportion of K-3 students far below proficiency and/or identified at risk.

As a result, the Board supports Arizona's CLSD Grant Application targeting literacy supports and services to high need schools serving the most disadvantaged and struggling readers in Arizona in high poverty areas, particularly Qualified Opportunity Zones across the state.

With a collaborative group of state and non-governmental partners, Arizona has a demonstrated track record in aligning and coordinating literacy supports and services to increase efficiencies and create a continuum of effective literacy practices to improve student achievement birth through grade 12. Arizona is well positioned to successfully implement a CLSD grant that builds capacity in high need schools and systems and the State Board of Education stands ready to work together to help achieve better literacy outcomes for our most struggling readers.



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**President:** Lucas Narducci • **Vice President:** Dr. Daniel Corr

**Superintendent of Public Instruction:** Kathy Hoffman

Calvin Baker • Jill Broussard • Christine Burton • Dr. Rita Cheng

Michele Kaye • Janice Mak • Armando Ruiz • Patricia Welborn

**Executive Director:** Alicia Williams

PR/Award # S371C200007

Page e331



May 22, 2020

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Ave. SW  
Room 3E243  
Washington D.C. 20202-6450

Dear Ms. Savage:

As the Arizona Literacy Director for the state's 3<sup>rd</sup> grade reading initiative, Read On Arizona, I am pleased to fully support the Arizona Department of Education's (ADE) application for the Comprehensive Literacy State Development (CLSD) grant. Read On Arizona is a statewide, public/private partnership 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. Read On Arizona's coalition of statewide partners includes Governor's Office of Education, Arizona Department of Education, First Things First, State Board of Education, Piper Charitable Trust, Helios Education Foundation, The Bob & Renee Parsons Foundation, Pulliam Trust, Arizona Community Foundation, Steele Foundation, as well as local community leaders all with the shared priority of accelerating school readiness and third grade reading outcomes for Arizona's most economically disadvantaged students.

I believe the CLSD grant will allow Arizona to address critical gaps in the literacy continuum birth through grade 12 and build the capacity of high need schools to provide comprehensive literacy instruction to disadvantaged students throughout the state. A more coordinated and collaborative response to these needs through a subgrantee process designed to ensure that more educators are equipped to support struggling readers, more high need schools have the capacity to provide effective literacy instruction and collaboration as a way to drive efficiency and innovation of evidence-based literacy strategies will accelerate literacy outcomes for our most disadvantaged students. As a key system partner, Read On Arizona, is committed to being an active participant in effective educator professional development and coaching supports as well as strategies to strengthen the literacy system in high need and geographically diverse areas of our state. This will include the contribution and use of indicator data to assess progress, evidence-based effective literacy practices that drive to improved outcomes, inform cost and resource efficiency, and support continuous quality improvement aligned to the implementation of Arizona's literacy plan.

Read On Arizona has identified the lack of access to effective literacy practices as a specific barrier to success in our goal to increase literacy and language outcomes for Arizona's children. The integration of elements of the Comprehensive Literacy State Development Grant in helping Arizona close gaps between our most disadvantaged subgroups (low income, English Language Learners, students with disabilities, and students scoring minimally proficient on our state assessment) is vitally important and critical for the future success of our youngest emerging readers.

As a partner in the development of Arizona's Literacy system, Read On Arizona looks forward to working collaboratively to improve outcomes for Arizona's children. Read On Arizona fully supports the goals, objectives and implementation strategies set forth by Arizona's CLSD plan and looks forward to continuing to serve as a partner in the implementation of the grant opportunity.



May 13, 2020

To Whom It May Concern:

On behalf of our President, Sonya Montoya and the rest of our Executive Committee of the Arizona Head Start Association, I am excited to provide this letter of support for the Arizona Department of Education's Comprehensive Literacy State Development Program grant application.

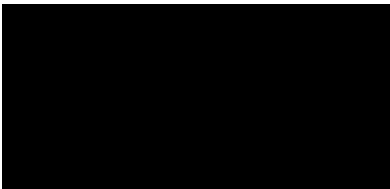
The Arizona Head Start Association (AZHSA) strengthens our membership agencies, partners and others who enhance the lives of young children and families by serving as the unified voice of the diverse Head Start community through advocacy, collaboration, and education. Head Start in Arizona serves approximately 22,300 families in some of the most vulnerable communities in the state including those located in the identified opportunity zones.

In partnership with the Arizona Department of Education (ADE), First Things First, and Read On Arizona; AZHSA is committed to creating an effective continuum of services to improve language and literacy outcomes for Arizona's children from birth through age 8.

The range of literacy supports outlined by ADE in their grant proposal will have a significant impact on literacy outcomes during and beyond the grant period because it starts with a focus on building the capacity of the educators working with our youngest learners. It allows for Head Start to participate in local partnerships to identify needs and supports that can bring evidence-based practices necessary to close the learning gap as children enter kindergarten.

The Head Start Association looks forward to working with ADE to leverage our relationships with Head Start Grantees (Regional, Tribal, and Migrant) families and early learning providers, to ensure that Arizona students across the education continuum have the support they need to learn to read and read to learn!

If you have any questions regarding the Head Start Association and our commitment to the success of this grant, please contact me at [REDACTED]





BOARD OF TRUSTEES

May 20, 2020

James D. Bruner

José Cárdenas

Paul N. Critchfield

Laura R. Grafman

Sharon C. Harper

Judy Jolley Mohraz, PhD

Stephen J. Zabilski

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Ave. SW  
Room 3E243  
Washington, D.C. 20202-6450

Dear Ms. Savage,

It is my great pleasure to provide you with this letter in support of Arizona's application for a Comprehensive Literary State Development (CLSD) program grant.

PRESIDENT AND CEO

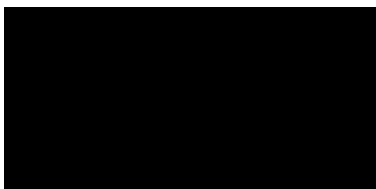
Mary Jane Rynd

Virginia G. Piper Charitable Trust is a private, placed-based philanthropy serving nonprofits in Maricopa County. Early childhood supports and preparing children (birth through third grade) for academic success is a top priority and investment area for Piper Trust. Over the past 20 years, the Trust has proactively sought, engaged in, and funded evidence-based, early literacy efforts. A strong example of this is Read On Arizona.

Piper Trust is a founding partner of the state's early literacy initiative, Read On Arizona. Read On Arizona, launched in 2012, shares and fosters a highly collaborative working relationship with the Arizona Department of Education. Piper Trust is an active member of the Read On Arizona Advisory Board and Trust staff also support the initiative's communications strategies. Read On Arizona has become a national model for early literacy—it has a reputation to deliver quality results in every way and has its own incredible convening power due to the drive and commitment of its dedicated leader, Terri Clark.

As one of the key philanthropic partners in Maricopa County, I can wholeheartedly confirm Piper Trust's confidence that Arizona is very well positioned to successfully implement a CLSD grant. This grant, focused on building capacity in high-need, struggling schools/systems (birth through grade 12), would help ensure more children have access to a highly effective teacher or child care provider. Further, Arizona has a demonstrated track record in aligning and coordinating early literacy supports and services, increasing efficiencies, and creating a continuum of effective literacy practices to improve student achievement.

Thank you for your time and consideration. Arizona will steward CSLD grant funds wisely and effectively—and we will make you proud!





4747 North 32<sup>nd</sup> Street  
Phoenix, AZ 85018

T  
F

HELIOS.ORG

May 22, 2020

Ms. Cindy Savage  
U.S. Department of Education  
400 Maryland Ave. SW  
Room 3E243  
Washington, D.C. 20202-6450

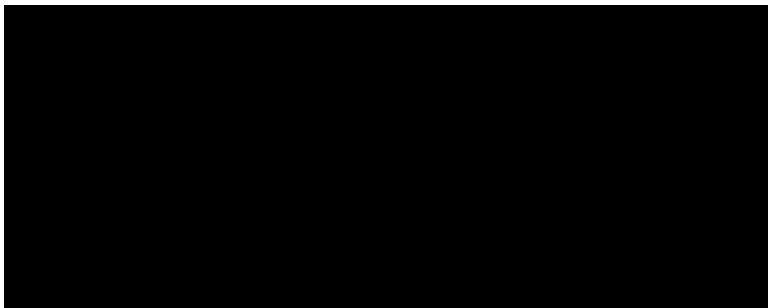
Dear Ms. Savage:

I am writing to express Helios Education Foundation's support for Arizona's application for the U.S. Department of Education Comprehensive Literacy State Development Grant. Helios invests in education across the continuum from early childhood through postsecondary and takes a statewide approach in Arizona, with its early grade success initiatives aimed at promoting early literacy and equitable access to high-quality early learning environments from birth through 3<sup>rd</sup> grade. To support early childhood education and systems-building across the state, the Foundation has played a role as a founding partner and ongoing Advisory Board member of Arizona's early literacy initiative, Read On Arizona and holds a long-established collaborative working relationship with the Arizona Department of Education.

As a leading philanthropic community and education partner, Helios feels that Arizona is well positioned to successfully

implement a CLSD grant focused on building capacity in struggling schools and systems that serve children from birth to 12<sup>th</sup> grade in the state's most high-need areas, particularly in Arizona's Qualified Opportunity Zones. Arizona has a demonstrated track record in aligning and coordinating literacy supports and services to increase efficiencies and has created a continuum of effective literacy practices to improve student achievement. This grant will be vital in creating opportunities for disadvantaged and struggling readers in Arizona to advance their literacy skills, including establishing greater access to highly effective teachers and child care providers.

Helios Education Foundation's mission to enrich the lives of individuals in Arizona and Florida by creating opportunities for success in postsecondary education begins in early childhood where the foundation is laid for all future learning. As a key partner in the development of Arizona's early childhood system through Read On Arizona and a portfolio of aligned investments, Helios fully supports the overall goals and direction set forth by the State's Comprehensive Literacy State Development Grant application.



# EVIDENCE-BASED IMPROVEMENT

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## A Guide for States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA

Sylvie Hale  
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## About WestEd

WestEd is a nonpartisan, nonprofit research, development, and service agency that partners with education and other communities throughout the United States to promote excellence, achieve equity, and improve learning for children, youth, and adults. WestEd has more than a dozen offices nationwide, from Massachusetts, Vermont, and Georgia, to Illinois, Arizona, and California, with headquarters in San Francisco. For more information, visit <http://www.WestEd.org>.

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## Feedback

We welcome your feedback. This is a first generation of tools to help states and districts implement ESSA; we hope to revise and improve them based on use in the field.

Suggestions of other resources are welcome, as are requests to develop new tools to fill gaps in the field. Access the full guide at: <http://www.wested.org/resources/evidence-based-improvement-essa-guide-for-states>

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## Section 1: Overview

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One of the broad intents of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) is to encourage evidence-based decision-making as a way of doing business. Nonregulatory guidance issued in September 2016 by the U.S. Department of Education (ED) clarifies and expands on both the nature of evidence-based improvement and the levels of evidence that are specified in the law. This guide builds on that ED guidance and provides an initial set of tools to help states and districts understand and plan for implementing evidence-based improvement strategies.

This guide recognizes school and district improvement as a continuous, systemic, and cyclical process, and emphasizes the use of evidence in decision-making throughout continuous improvement. In other words, the guide is not aimed at isolated decisions; rather, it is meant to support evidence-based decision-making (especially selection of interventions) that is nested within a larger improvement process. See section 2 for more on this important point.

### Audience

The primary audience for this guide is state education agency (SEA) staff who are responsible for understanding and implementing the evidence-based provisions of ESSA. Because SEAs vary widely in their organizational structures and in the titles of different positions, this guide refers generally to SEAs or SEA staff, leaving to each state and its technical assistance providers, such as Regional Comprehensive Centers (RCCs) and Regional Educational Laboratories (RELs), the determination of who should be engaged.

While the guide may be used within a single SEA department or program, it can also contribute to alignment of cross-agency interventions, consistent messaging, and a unified approach to supporting school improvement efforts across the SEA. The ideal audience is a team of SEA staff representing multiple programs or departments. SEAs may also want to engage their intermediary networks, and technical assistance providers charged with directing, guiding, supporting, and monitoring districts, to select and implement evidence-based practices as defined in ESSA.

Additionally, some of the tools in this guide have been designed to be used by local education agencies (LEAs), either directly or with facilitation by SEAs or technical assistance

providers. Therefore, a secondary audience consists of the LEAs within a given state, including district leadership teams and/or district department heads.

## Purpose

The purpose of the guide is to build capacity of SEAs and their intermediaries to support LEAs in understanding the evidence-related requirements of ESSA and, consequently, selecting and implementing interventions that are evidence-based and that have strong potential to improve student outcomes. Specifically, the guide is intended to:

- 1) increase readers' understanding of the expectations and opportunities for evidence-based school and district improvement in the context of ESSA;
- 2) encourage a broad understanding of the elements of evidence-based decision-making, including how needs, context, implementation strategies, desired outcomes, and sustainability considerations inform choices of evidence-based interventions, and how formative and summative evaluation are integral to an evidence-based improvement cycle; and
- 3) offer guiding information and a starter set of six tools to support this work, with an emphasis on the process of selecting evidence-based interventions.

The materials presented in the guide offer SEAs and their LEAs opportunities to conduct a review of their approach to school and district improvement, including selection of evidence-based interventions, and to develop action steps for strengthening the guidance and supports that SEAs offer to their LEAs and that LEAs offer to their schools.

## Contents

In addition to this section, the following four sections provide further background, tools, and additional resources.

- Section 2 includes further discussion of the *context* and requirements of ESSA in relation to evidence-based decision-making, and describes a *framework* for a continuous improvement process grounded in evidence-based decision-making.
- Section 3 gives suggestions on *how to use* the tools in the guide, including information about facilitation strategies and options for modifying the tools to fit state and local contexts. This section also emphasizes the importance of preparing for using the tools.
- Section 4 provides six *tools*, each designed to encourage focused conversations and support cross-agency collaboration. The first two tools guide examination of state and district improvement and decision-making frameworks. The second two tools help SEAs and LEAs explore strategies for providing guidance on selecting evidence-based interventions. The last two tools support selection of evidence-based interventions.

- Section 5 offers a list of *additional resources* to further the conversation, and enhance the work, initiated by this guide. This section includes examples of publicly available tools for evidence-based improvement, and sources for research and information on evidence-based interventions.

This guide was specifically designed to be a starting point for making evidence-based decisions, and is not intended to be comprehensive. It contains initial information and tools to guide conversations and foster deeper thinking around evidence-based decision-making, especially within an improvement process. Therefore, we encourage the use of this guide as an organizer for collecting or developing other tools and resources that more deeply explore particular steps that are not explicitly covered in this guide. For example, tools 3–6 in this guide focus on a portion of the second step of the continuous improvement process (examining evidence to select an intervention). This is largely due to the fact that this step is more closely informed than the other steps by the ESSA evidence-based provisions and ED guidance; thus, it is the main focus of this guide. However, additional tools that focus on other steps in the process exist and could be added to complement this guide. One way this might be accomplished is through tools 1 and 2. SEAs can use tool 1 to reflect on a state's frameworks and tools related to the entire continuous improvement cycle and on what might need to be refined or added to best reflect that cycle. Where gaps exist, RCCs, RELs, or others can develop new tools, in the future, to round out the existing set of tools. See table 1 for a list of tools included in the guide, as well as their respective audiences and linkages to stages in the improvement cycle.

This guide will be revised based on feedback from initial users. Not only do we espouse continuous improvement, but we intend to practice it. Examples of how SEAs and LEAs have used, adapted, and refined the tools can enrich subsequent versions of the guide and can support an exchange of strategies across states. We invite your participation.

Table 1. Initial Set of Tools Provided in This Guide

#	Tool Title	Primary Audience	Improvement Cycle Step <sup>1</sup>
1	SEA Inventory of Current Practice	SEA	All
2	LEA Inventory of Current Practice	LEA	All
3	SEA Guidance for Evidence-Based Interventions	SEA	Select
4	LEA Guidance for Evidence-Based Interventions	LEA	Select
5	Intervention Evidence Review	SEA or LEA	Select
6	Comparing Evidence-Based Interventions	SEA or LEA	Select

<sup>1</sup> See figure 1 on page 8 for improvement cycle steps.



## Section 2: Context and Framework

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### Context for This Guide

Evidence-based decision-making has a long history in fields outside of education, such as medicine. More recently, recipients of federal funding in other fields have been required to adopt interventions that are evidence-based. Federal education funding is no exception.<sup>i</sup> The term “evidence-based” is used repeatedly in the Every Student Succeeds Act (ESSA), the latest reauthorization of the Elementary and Secondary Education Act (ESEA).<sup>ii</sup> ESEA previously referred to “scientifically based research”; the term “evidence-based” is more strictly defined. ESSA calls on states, districts, and schools to select evidence-based activities, strategies, or interventions (collectively referred to in this guide as “interventions”). ESSA defines four levels of evidence, which are further described in the nonregulatory guidance issued by the U.S. Department of Education (ED) in September 2016.

- *Strong evidence*—demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented experimental study.
- *Moderate evidence*—demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented quasi-experimental study.
- *Promising evidence*—demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes, based on at least one well-designed and well-implemented correlational study with statistical controls for selection bias.
- *Demonstrates a rationale*—demonstrates a rationale based on high-quality research findings or positive evaluation that such intervention is likely to improve student outcomes or other relevant outcomes; and includes ongoing efforts to examine the effects of the intervention.

Some programs and funding streams allow the use of all four levels; others, notably the set-aside for low-performing schools in Title I, do not allow the use of the fourth level of evidence. See ESSA and other resource documents listed in section 5 for additional information on these levels of evidence.

Beyond defining four levels of acceptable evidence, the law provides states with more flexibility and authority, compared to what was allowed under No Child Left Behind.<sup>iii</sup> Regarding how states and districts handle selecting and implementing interventions, §200.21 of ESSA requires a state to review and approve each comprehensive support and improvement plan in a timely manner. Further, the regulations require the state education agency (SEA) to monitor and periodically review each local education agency (LEA)'s implementation of its plan. §200.23(c)(2) allows a state to establish an exhaustive or non-exhaustive list of state-approved, evidence-based interventions for use in schools implementing comprehensive or targeted support and improvement plans.

The provisions in ESSA also lend themselves to the use of an iterative, continuous improvement process. The law specifies that states are to continuously evaluate the effectiveness of interventions carried out under several federal grant programs (e.g., ESSA, 2015, Section 4624[10]). Finally, regulations of ESSA (24 C.F.R. § 200.23, 2016) require states to evaluate the effects of evidence-based interventions on student achievement and other outcomes, and to disseminate the results of those evaluations to LEAs. The intention of these requirements is to expand the evidence base for interventions, including studies in a variety of contexts.

Section 5 of this guide includes sources of further information about ESSA and its evidence provisions.

## Framework for Using Evidence in a Continuous Improvement Process

The five-part continuous improvement framework described in this guide (see figure 1 on page 8) brings together two important ideas: (1) decisions should be based on data and evidence, and (2) a continuous improvement process is fundamental to engaging in and sustaining improvements in school and district practice. ESSA provides SEAs with opportunities to establish and support authentic continuous improvement processes.<sup>iv</sup> Accordingly, the framework deliberately outlines school and district improvement as a continuous, systemic, and cyclical process. This guide is meant to support the use of evidence in making decisions that are nested within this framework of a continuous improvement process, an ongoing process that is larger than any isolated decisions that schools or districts make to improve their practice.

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*“A continuous improvement process starts with the problem, rather than the solution.”*

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The literature on decision-making in education reveals an array of factors that often influence decisions, including popular trends, political considerations, and the networks and information sources with which decisionmakers are connected.<sup>v</sup> ESSA and, more generally, the evidence-based decision-making movement emphasize the importance of evidence in informing decisions. Knowing and building on what has worked in the past, and specifically for whom and in what circumstances, offers a better chance of success in the future.

However, overfocusing on the decision itself can perpetuate a “magic bullet” concept of improvement: the fact that a program produces positive outcomes on average does not mean that it will do so in every case. Deciding to implement a particular approach must be preceded by a thorough assessment of needs and hypotheses about the causes of issues and problems, to determine if a proposed program or practice is really appropriate and what adaptations may be necessary, and it must be followed by careful implementation and analysis of local outcomes.

---

“Using data and evidence keeps the improvement process  
guided toward the desired outcomes.”

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A continuous improvement process starts with the problem, rather than the solution.<sup>vi</sup> It includes addressing a discrete issue or problem by systematically testing potential solutions while tracking well-defined and measurable goals. The process is meant to be iterative—data are collected, analyzed, and discussed frequently so that adjustments can be made to the intervention or program, and then data are collected and analyzed once again. In addition, the scale of the initial effort often begins small and expands over time as the intervention is refined. Using this process, schools and districts often start with a pilot intervention or activity and expand it as the fit to local conditions is better understood.

Continuous improvement cultivates a problem-solving orientation and close observation of the system that is producing the outcomes.<sup>vii</sup> This orientation is important to sustained improvement, especially when more than one change may be needed. Using data and evidence keeps the improvement process guided toward the desired outcomes.

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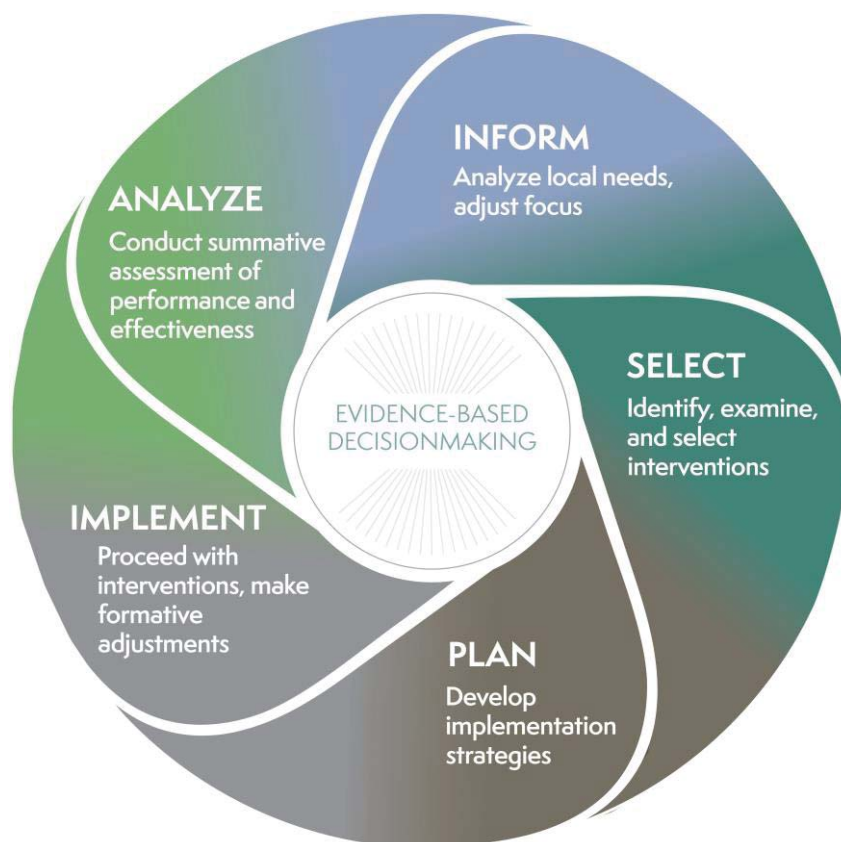
“Evidence-based decision-making and reflection are the  
core of the entire continuous improvement process and  
are used in each step.”

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The framework of five fundamental steps shown in figure 1 conveys the elements that are present in every strong continuous improvement process. These steps mirror those in the ED guidance of September 2016, with some differences in terminology. It is not our intent to suggest that all models must use these same five steps—some versions of continuous improvement processes include more or fewer steps—but the five steps shown in figure 1 convey the intent of a full cycle. Resources for more information about continuous improvement processes can be found in section 5 of this guide.

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Figure 1. Evidence-Based Improvement



Evidence-based decision-making and reflection are the core of the entire continuous improvement process and are used in each step. The steps overlap, with each leading into the next, so that, for example, the Analyze step begins before the Implement step is completed; the color shading in figure 1 is intended to communicate this point.

The remainder of this section briefly summarizes each step. The descriptions and guiding questions in the ED guidance of September 2016 are another source of input. Tools 1 and 2 (in section 4 of this guide) are designed for SEAs and LEAS to reflect on how these steps may occur in their respective models.

**Step 1: Inform**—The first step is to analyze the needs of the education setting, in order to inform subsequent steps, particularly decisions that are made in step 2. Needs are analyzed by using input from as many stakeholders as possible: leadership, staff, parents and other community members, and students. The needs assessment data are used to identify and prioritize gaps in the educational setting, whether they are programmatic or service- or staff-related. Well-defined and measurable goals are developed from a careful analysis of these needs and gaps, and from hypotheses about which factors in the current situation might be causing problems and impeding attainment of desired outcomes.

**Step 2: Select**—This step involves identifying, examining, and selecting effective programs or practices for the intended setting and population(s). The step might start with searching clearinghouses of evidence-based interventions, such as the What Works Clearinghouse (WWC), which has reviewed the research on many interventions (see section 5 for additional clearinghouses to consider). States may then suggest or require specific interventions, depending on local policies, from lists of evidence-based interventions. In addition, states may want to disseminate research on local interventions that has not yet been included in national clearinghouses, but they should first obtain an assessment of the rigor of the research. RELs can help provide these assessments. See section 5 for REL contact information. Careful attention to the quality of both individual research studies and the body of evidence on an intervention is needed.

Selection also includes taking stock of the specific context and educational environment(s) in which an intervention will be implemented, including the student population and the local capacity, resources, and strategic plans. What works in one place will not necessarily work in another. The results of this step provide the specifics needed to develop detailed implementation plans.

**Step 3: Plan**—In this step, a detailed implementation plan is developed for the selected interventions, to specify who will implement the interventions, when, and with what support. Planners determine what core features are needed for implementation with fidelity, and what adaptations may be needed. Also, necessary materials, technical assistance, and professional development for the actual implementation are either developed or contracted. Plans for analysis and/or evaluation are drafted, and data are collected to monitor progress.

**Step 4: Implement**—This step involves carrying out the intervention on a small or large scale, depending on the maturity of the intervention. Educators might start small (e.g., a single class in a grade; one grade in a school; one school in a district) and then expand later. It is important for this step to include the collection and examination of implementation data for formative feedback and improvement. Educators will need to ensure that the interventions are being implemented as was planned in the previous step, and will need to correct problems (e.g., teachers not participating in the intended level of professional development) and document any promising adaptations that might be informative to others. Implementation is continually assessed in this step, through an iterative process, until the intervention is being delivered in a stable way.

**Step 5: Analyze**—In this step, data are collected about longer-term changes in primary outcomes. If there is progress toward the goals, the intervention can be continued and expanded when appropriate. If not, a new or additional strategy may be needed. As laid out in the ED guidance of September 2016, this step may involve progress monitoring—tracking trends in outcomes over time. Or, if an intervention is stable enough, a rigorous evaluation of impact may be appropriate. Finally, the findings from this step can be communicated outward; therefore, the entire community can benefit, as reflected in the ESSA requirement that states share evaluation information.



## Section 3: Making the Most of This Guide

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### Overall Use

This guide includes initial considerations and a starter set of tools to help state education agencies (SEAs) as they:

- 1) make explicit how they currently support local education agencies (LEAs) in evidence-based improvement;
- 2) reflect on that support to ensure that it is appropriately aligned with Every Student Succeeds Act (ESSA) expectations and opportunities; and
- 3) consider actions to enhance their support.

Some tools in the guide are designed for LEAs, with similar purposes of explication, reflection, and enhancement.

Completion of the tools should not be a goal in and of itself; use of this guide is not a checklist exercise. Instead, we encourage using the tools as conversation starters. Working through the various prompts in the tools creates artifacts or documentation of these conversations, which can lead to further discussion.

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“Completion of the tools should not be a goal in and of itself; use of this guide is not a checklist exercise. Instead, we encourage using the tools as conversation starters.”

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The set of tools provided in this guide does not address every step of the improvement process outlined in section 2. The first two tools support examination of the whole evidence-based improvement cycle; the other four tools focus on the second step of the improvement process shown in figure 1 on page 8 (Select). Several ESSA-derived considerations are

particularly relevant to this second step. An SEA may want to start with tool 1, the inventory of current practice in evidence-based improvement, and then consider when and how to use the other tools, either as an SEA or with LEAs. The tools are designed so that each may be used as a stand-alone activity. However, greater benefit can likely be derived by using the tools in combination.

We encourage cross-agency teams of SEA staff to work through this guide together, so that the state's approach includes the different perspectives, needs, and roles across all of the SEA programs or departments that are involved in school improvement efforts. This approach is an opportunity to invite and engage multiple staff who can move the work forward.<sup>viii</sup> Each SEA will likely have a leadership team or designated lead for ESSA planning, including planning around the evidence-based provisions. This leadership group may want to identify key stakeholders across the agency, share this guide with them, and identify a first tool for the group to work with together.

Additionally, several of the tools (tools 2, 4, 5, and 6) are designed so that they may be used by LEAs. Therefore, similar to the SEA process, LEAs may want to identify a cross-district team to work with the tools and, if appropriate, engage with their SEA or intermediary service provider.

The tools are available as Word documents so that they can be modified to fit local needs and contexts. For example, an SEA may want to engage LEAs in reviewing the evidence-based improvement process at the local level (tool 2), but may want to first make changes in the tool 2 form to reflect the state's own framework and terminology. The tools are intended to encourage evidence-based improvement, not to require the particular language or structure used in the framework in this guide. To access the Word versions of the tools go to: <http://www.wested.org/evidence-based-improvement-essa-guide-tools-for-states>.

## Overview of Tools

This section provides a brief description of each tool and expected outcomes of using each tool. Each tool provided in section 4 includes a description of purpose, intended outcome (also listed in table 2 below), materials needed, recommended participants, time commitment, detailed instructions, guidelines for leading conversations, and possible modifications or variations.

**Tool 1: SEA Inventory of Current Practice**—This tool is designed to guide an SEA team to make explicit the state's framework for improvement planning and how the SEA currently supports LEAs in making evidence-based decisions within that framework, and to reflect on whether this support meets the ESSA requirements and expectations. This tool can help SEAs to identify needed changes or adjustments to the structure of an SEA's evidence-based continuous improvement process, in order to ensure that the process is comprehensive and incorporates research or data throughout. The tool can aid in identifying priorities and necessary resources (time, funding, personnel), as well as methods of communicating with LEAs and stakeholders about needed changes.

**Tool 2: LEA Inventory of Current Practice**—Similar to tool 1, this tool is designed to help SEAs and their intermediary technical assistance networks to guide LEA teams to make

explicit the LEA's framework for improvement planning and how the LEA currently supports its schools in making evidence-based decisions within that framework, and to reflect on whether this support meets the ESSA requirements and expectations. An LEA may decide to work independently on this tool after the SEA has provided initial direction. This tool can help identify needed changes or adjustments to the structure of an LEA's evidence-based continuous improvement process, in order to ensure that the process is comprehensive and incorporates research or data throughout. The tool can aid in identifying priorities and necessary resources (time, funding, personnel), as well as methods of communicating with schools and stakeholders about needed changes.

**Tool 3: SEA Guidance for Evidence-Based Interventions**—This tool will assist SEAs in defining or delineating their approaches to guiding LEAs in selecting evidence-based interventions. The SEA's approach may include selecting specific interventions (e.g., a list that LEAs might choose from) or compiling resources (e.g., a list of resources that LEAs may explore to identify interventions).

**Tool 4: LEA Guidance for Evidence-Based Interventions**—Similar to tool 3, this tool focuses on specific guidance from the district to its schools with regard to selecting evidence-based interventions.

**Tool 5: Intervention Evidence Review**—This tool is designed to assist SEAs, LEAs, or schools as they review research on interventions that target a specific issue, problem, or outcome. By completing this tool, the user can assess the levels of evidence for a specific intervention under consideration for selection (based on the evidence definitions in ESSA and nonregulatory guidance).

**Tool 6: Comparing Evidence-Based Interventions**—This tool is designed for SEAs, LEAs, or schools to compare how different evidence-based interventions align with the context of a specific district or school. This tool can be used after completing tool 5, or without completing tool 5 if users already have sufficient information about the levels of evidence for specific interventions under consideration for selection. Completing this tool provides the user with this information across different interventions that target the same problem, issue, or outcome. Reviewing the information in the inventory will help in selecting an evidence-based intervention appropriate for the user's context. This tool should be thought of as a guide, and, as such, the importance of the questions in this tool may vary for different users.

Table 2. Expected Outcomes of Tools

#	Tool Title	Outcome
1	SEA Inventory of Current Practice	Identification of gaps in the SEA continuous improvement process
2	LEA Inventory of Current Practice	Identification of gaps in the LEA continuous improvement process
3	SEA Guidance for Evidence-Based Interventions	Guidance for LEAs on selecting interventions (e.g., from a list or vetting process)

#	Tool Title	Outcome
4	LEA Guidance for Evidence-Based Interventions	Guidance for schools on selecting interventions (e.g., from a list or vetting process)
5	Intervention Evidence Review	A summary of the body of evidence for an intervention
6	Comparing Evidence-Based Interventions	A summary of the feasibility of implementing an intervention in the local context

## Examples of Uses

SEAs and/or LEAs can use many potential combinations of tools, depending on the SEA's and/or LEA's goals and context. This section provides a few examples of possible scenarios for using the tools in this guide.

**SEAs and LEAs Partner on Using Tools 1-6 to Build Capacity for Evidence-Based Decision-making**—An SEA wants to help build the capacity of its lowest-performing LEAs in using evidence for decision-making. The SEA's School Improvement division works with a group of the 10 lowest-performing LEAs in a cohort improvement academy. After using tool 1 to document its overall continuous improvement framework and tool 3 to draft its approach to selecting interventions, the School Improvement team shares the results of these tools with the LEAs in the academy. During an academy session, the SEA introduces tools 2 and 4. Before their next academy session, LEAs will work through tools 2 and 4 on their own and submit the results to the SEA for feedback. In subsequent academy sessions, teams of LEAs will work together to complete tools 5 and 6 for a set of interventions that they are interested in assessing. The LEAs share the results of their inquiry with schools and encourage them to use some combination of identified interventions that meet the school's particular context and needs.

**SEA Uses Tools 3, 5, and 6 to Update Intervention List**—An SEA with a previously devised list of interventions would like to update and revise its list in light of ESSA requirements. After using tool 3 and reaffirming that the SEA wants to provide a list of interventions to LEAs, the SEA research team uses tools 5 and 6 to assess existing and possible interventions and shares the updated intervention list with LEAs and schools.

**SEA Cross-Agency Collaboration on Using Tools 1 and 3 to Inform LEA Plan Submission**—A cross-agency team of SEA leaders who work with Title I, Title II, and Title IV funds wants to devise an agencywide approach to evidence-based interventions, to inform LEA plan submission. Each department leader completes tool 1 for his or her department, and, with the support of the SEA's Regional Comprehensive Center, all of the department leaders come together to compare their tool 1 results and collectively complete tool 3. This cross-agency team shares the resulting framework from tool 1, and the approach defined in tool 3, with LEAs in a webinar. The SEA invites LEAs to complete the remaining tools in this guide (tools 2, 4, 5, and 6) on their own as preparation for their LEA plan submission.

**SEA Uses Tools 1 and 3 to Devise Vetting Process for LEA Title I Plans**—An SEA is unsure if it wants to create a list or a vetting process for LEA plans related to the use of Title I funds. The SEA team completes tool 1 and tool 3, deciding that it will not provide a list of interventions. Instead, the SEA will share a vetting process with LEAs, outlining the criteria that the SEA will use to approve LEA plans. To support LEAs in its region, a county office of education creates a working group of LEAs who are interested in using tools 5 and 6 to assess the body of evidence for a set of interventions. The county office contacts its local REL for assistance. Some of the LEAs in this group use tool 2 and tool 4 and, as a result, decide to share a list of interventions with their schools. Other LEAs share resources for vetting possible interventions at the school level; they are particularly interested in tool 6, which guides thinking about implementation in the local context.

## Preparation

For this guide to be most useful, we recommend that you begin by building deep understanding, not only of the new ESSA legislation but also of the implications of ESSA for your state agency. Specifically, consider what changes may need to be made to your state's theory of action around school improvement and related systems of support. Therefore, before delving into the tools, spend some time becoming familiar with the evidence guidance provided for ESSA and with the specific requirements of your state's programs and funding sources. Section 5 contains a number of references and links for more information on this guidance and requirements.

The state context is also an important consideration. State policies may set requirements for evidence use, or for school improvement and accountability, that shape the state's framework, or that use particular language that local educators will find familiar. Preparation for using the tools in this guide should include gathering materials or including SEA participants in the process who are well versed in the relevant state context.

## General Facilitation

Although it is not required, a skilled facilitator should be engaged to help guide an SEA team through the tools and resulting next steps. A facilitator can help participants examine assumptions, resolve differing viewpoints, and allow all team members to participate. SEAs may turn to the Regional Comprehensive Centers and Regional Educational Laboratories to engage a facilitator. The tools are not intended to be completed in a lock-step manner. Rather, they are designed to prompt and guide substantive conversations. Note, however, that if LEAs will be using some of the tools, it may be necessary to complete the SEA process before LEAs can begin. For example, an SEA may want to modify tool 2 to reflect the state's specific improvement framework before LEAs use it.

Working through the prompts in the tools should result in artifacts that inform next steps in a continuous improvement process. While each tool includes specific details for facilitating conversations, following is a set of general facilitation recommendations to guide the use of all of the tools:

- Engage a facilitator.
- Gather and organize materials and other documentation to inform and support the process of using the tools; consider a central filing system (electronic and/or hard copy as appropriate).
- Develop a reasonable timeline for working through the tools and follow-up activities (e.g., weekly sessions over a two-month period, or two full-day sessions over the course of two weeks) as well as for conducting progress reviews.
- Set norms and expectations for how the group will interact, including in consensus building and decision-making.
- Ensure common understanding of the purpose and outcome of each of the tools. Allow adequate time for preparation before moving forward with the tools.
- Develop a common understanding of key words or phrases used in the tools.
- Focus on guiding meaningful dialogue by using the questions provided in each tool.
- Establish a comfortable space and work environment (e.g., room size, adequate supplies).
- Set manageable priorities, rather than “pie in the sky” ideals.
- Facilitate task management by identifying roles and responsibilities.
- Specify how the outcomes or products of a tool will be captured in an artifact; consider an online, editable document that group members can work on together.
- Determine what communication practices are needed to keep relevant stakeholders informed of progress and recommendations.

## General Modifications or Variations

The tools can be used individually or in different combinations, as well as adapted to a state or local context. Examples of how states have used these tools will be collected and shared in the future. Following are some additional considerations for modifications or variations:

- For tools designed for LEAs, SEAs might provide guidance or training for LEA staff to use the tool on their own, or might identify organizations in the state system of support, or intermediate agencies such as counties or regional offices, that might work with the SEA to facilitate local discussions.
- Smaller LEAs with fewer department-level staff may need to think differently about who should participate. Because these tools are designed to be a structured conversation, having a team increases the diversity of ideas and, thus, the value of the tool. Smaller or rural LEAs could include site administrators and/or teacher leaders. LEAs could collaborate with other districts or county office staff to build teams that reflect different experiences and expertise.

- Consider the value of accessing and reviewing graphics/models and other information from multiple departments, states, or organizations to inform the work.
- If multiple programs or departments are working together on a given tool, consider having each program or department complete the tool separately and then using a consensus-building process to share, compare, and come to agreement.
- Questions in a given tool may be skipped or refined, or questions may be added, to fit a specific context. In other words, modify the tool(s) to fit the context.

## Section 4: Tools

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This section includes six tools, as follows:

- ❖ **Tool 1: SEA Inventory of Current Practice**
- ❖ **Tool 2: LEA Inventory of Current Practice**
- ❖ **Tool 3: SEA Guidance for Evidence-Based Interventions**
- ❖ **Tool 4: LEA Guidance for Evidence-Based Interventions**
- ❖ **Tool 5: Intervention Evidence Review**
- ❖ **Tool 6: Comparing Evidence-Based Interventions**

## **Tool 1: SEA Inventory of Current Practice**

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### Purpose

To help state education agency (SEA) staff members be explicit about the SEA's process for engaging with local education agencies (LEAs) in evidence-based improvement planning and decision-making, and the support the SEA provides for effective use of the process; identify gaps or needed changes to strengthen the model or framework; and prioritize next steps.

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### Outcome

The discussions prompted by this tool will lead to a plan of action to address gaps and ensure that the state's process for supporting LEAs is evidence-based and is aligned with ESSA requirements. The completed tool will also serve as an artifact of discussions and decisions.

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### Materials

In preparation, gather guides, graphics, and other documentation that describe your state's processes for improvement planning, monitoring, decision-making, and related activities.

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### Who Should Be Involved

Staff who oversee the state's improvement efforts are key participants in working through this tool. Those involved should have substantive knowledge of the relevant federal programs and requirements. Participants may include multiple staff from one program or department, or, ideally, staff from multiple programs and offices, in order to support alignment across the agency.

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### Time

Set aside 1–2 hours for each step, or longer (3 or more hours) if multiple programs or departments are working together. This time can be spaced out over several weeks, with breaks between steps to reflect or to gather additional information to inform the subsequent step(s).

## Instructions Overview (detailed instructions are provided with each step)

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- ❖ **Step 1:** Get organized, including identifying roles and responsibilities, gathering materials, establishing a schedule, and reviewing documentation.
- ❖ **Step 2:** Describe the context of your SEA's process for engaging with LEAs in evidence-based improvement planning and decision-making, and for providing support to the LEAs in this process.
- ❖ **Step 3:** Map the steps of your improvement process to the steps of the recommended process (described in section 2 of this guide) and identify any gaps or needed changes in order for your state's process to incorporate the elements of the recommended process.
- ❖ **Step 4:** Identify the supports offered to LEAs (e.g., webinar, guidebook, training, side-by-side coaching, regional forums); the timing or sequence (e.g., specific dates, or times of the year, such as fall or spring); and any gaps or needed changes (e.g., redundancies, timing issues, lack of resources) in order for the SEA's process to incorporate the elements of the recommended process.
- ❖ **Step 5:** Review your inventory of current practice (steps 2–4), select priority areas to address, and describe next steps. Develop an action plan.

## Leading the Conversation

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- ❖ One outcome of this conversation is to build a common understanding of an evidence-based framework that will drive improvement work. Especially in steps 2, 3, and 4, be aware that participants will likely have different backgrounds and experiences through which they view the framework and how it is implemented. While participants may seem to agree, it will be important to regularly check for understanding. Ask participants to repeat what they heard. Paraphrase contributions to ensure that your understanding is accurate. Regularly ask participants if they have questions.
- ❖ For step 3, consider having copies of the continuous improvement framework from section 2 of this guide, including the descriptions of each element of the process, available. Being able to compare the state's recommended framework with this guide's framework will inform the conversation about alignment and possible gaps.

## Modifications or Variations

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- ❖ For step 3, consider using this tool in two phases. In the first phase, focus exclusively on the model or framework for improvement planning for your state and on identifying its strengths and areas for needed adjustments. In the second phase, revisit each of your steps and delve deeper into how the use of evidence and data is infused in your planning framework. Is this use of evidence an explicit activity, such as requiring certain data in a needs assessment or requiring an evidence base for interventions? What decisions does it inform? Are relevant data readily available? Are there adequate supports built in? You might consider modifying the provided table by adding a column to capture details about the use of evidence or data.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)?

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials that describe the planning and related support processes to LEAs. Consider the value of having graphics or models from sources other than your own department or program. Review documentation and ensure that all participants have strong foundational knowledge of the information. Does everyone have a common understanding of the subject matter (e.g., state improvement framework, ESSA requirements, evidence-based interventions)?

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)?

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Notes

## STEP 2: Describe Context

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Briefly describe the context of your SEA's process for engaging with LEAs in evidence-based improvement planning and decision-making, and for providing support to the LEAs in this process. Questions to consider:

- ❖ What model or framework have you defined that guides this work with LEAs?
- ❖ What services, resources, or other supports are you required to provide to LEAs (e.g., based on funding or other programmatic requirements)?
- ❖ How is evidence-based decision-making part of this process? Where does it fit in?
- ❖ What is produced as a result of going through the improvement planning process?

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### Briefly Describe Your Improvement Planning and Decision-making Processes

## STEP 3: Map Current Process

The first column of the table below outlines the five steps of a recommended evidence-based improvement process, including key decision-making elements (full descriptions of each step are provided in section 2 of this guide). In the second column, map the steps in your state's improvement process for LEAs to the steps in the recommended process. Be sure to include how each step uses evidence. Note that there may be more than one step in your process for each step in the recommended process (e.g., the Inform step of the recommended process might include both "Needs Assessment" and "Goal Development" from your state's process). In the third column, identify any gaps or needed changes in order for your state's process to incorporate the elements of the recommended process. Questions to consider:

- ❖ Does your state's process address all of the steps in the recommended process? If not, what are the gaps?
- ❖ How is the use of research or data integral to each step of the continuous improvement process? That is, how is each step designed so that it must be successfully completed by incorporating research or data?
- ❖ How does your model reinforce a continuous (cyclical) process?

Continuous Improvement Steps	Your Improvement Process Steps	Gaps or Possible Changes
<b>Inform:</b> Analyze local needs; adjust focus.		
<b>Select:</b> Identify, examine, and select evidence-based interventions.		
<b>Plan:</b> Develop implementation strategies, adjust for local context.		
<b>Implement:</b> Proceed with improvement interventions; make formative adjustments.		
<b>Analyze:</b> Conduct summative assessment of performance and effectiveness.		

## STEP 4: Identify Current Supports

In the table below, identify the supports that your SEA offers (e.g., webinar, guidebook, training, side-by-side coaching, regional forums) to build LEA capacity in each of the five steps of a continuous improvement process. List the supports in chronological or sequential order and indicate which of the steps each support relates to. In the last column, indicate whether the resource supports or incorporates the use of evidence or data to inform decisions. After filling in the table, review what you have listed and identify gaps or needed changes (e.g., redundancies, timing issues, lack of resources). Questions to consider:

- ❖ Do the supports that you provide address all of the steps? Is the timing or sequence appropriate?
- ❖ Are the supports strong enough to allow LEAs to navigate the process independently, or is additional direct support from the SEA or from intermediaries still required?
- ❖ How effective are the supports, and what seems to make them effective? How do you know?
- ❖ Does everyone who needs support receive it?
- ❖ Are there adequate supports for the use of evidence or data to inform decisions?

Timing or Sequence	Specific Support Provided	Inform	Select	Plan	Implement	Analyze	Evidence?

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## Gaps or Needed Changes

## STEP 5: Identify Priorities and Next Steps

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Review the results of your inventory of current practice (steps 2–4), select priority areas to address, and describe next steps, including action items, persons responsible, and due dates. Questions to consider:

- ❖ What changes in the structure of your evidence-based continuous improvement process need to be made in order to include each step of the recommended continuous improvement process, and to incorporate research or data throughout the process? (See the results captured in the step 3 chart.)
- ❖ What can you change, add, or remove in order to have the biggest impact?
- ❖ What changes in support might be most beneficial? (See the results captured in the step 4 chart.)
- ❖ What resources (time, funding, personnel) will you need?
- ❖ How will you communicate any changes to others in the SEA, to state support providers, and to LEAs?

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### Priority Areas to Address

### Next Steps

## **Tool 2: LEA Inventory of Current Practice**

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### **Purpose**

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To help local education agency (LEA) staff members be explicit about the LEA's process for engaging with its schools in evidence-based improvement planning and decision-making, and the support the LEA provides for effective use of the process; identify gaps or needed changes to strengthen the LEA's model or framework; and prioritize next steps.

### **Outcome**

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The discussions prompted by this tool will lead to a plan of action to address gaps and ensure the LEA's process is evidence-based and is aligned with ESSA requirements and with the state's process. The completed tool will also serve as an artifact of discussions and decisions.

### **Materials**

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In preparation, gather guides, graphics, and other documentation that describe and provide support for your district's processes for improvement planning, monitoring, decision-making, and related activities.

### **Who Should Be Involved**

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Staff who oversee the district's improvement efforts should be involved in working through this tool. Those involved should have substantive knowledge of the relevant federal programs and requirements. Participants may include multiple staff from one program or department, or, ideally, staff from multiple programs and offices, in order to support alignment across the LEA.

### **Time**

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Set aside 1–2 hours for each step, or longer (3 or more hours) if multiple programs or departments are working together. This time can be spaced out over several weeks, with breaks between steps to reflect or to gather additional information to inform the subsequent step(s).

## Instructions Overview (detailed instructions are provided with each step)

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- ❖ **Step 1:** Get organized, including identifying roles and responsibilities, gathering materials, establishing a schedule, and reviewing documentation.
- ❖ **Step 2:** Describe the context of your LEA's process for engaging with schools in evidence-based improvement planning and decision-making, and for providing support to the schools in this process.
- ❖ **Step 3:** Map the steps of your improvement process to the steps of the recommended process (described in section 2 of this guide) and identify any gaps or needed changes in order for your district's process to incorporate the elements of the recommended process.
- ❖ **Step 4:** Identify the supports offered to schools (e.g., webinar, guidebook, training, side-by-side coaching, regional forums); the timing or sequence (e.g., specific dates or times of the year, such as fall or spring); and any gaps or needed changes (e.g., redundancies, timing issues, lack of resources) in order for your district's process to incorporate the elements of the recommended process.
- ❖ **Step 5:** Review your inventory of current practice (steps 2–4), select priority areas to address, and describe next steps. Develop an action plan.

## Leading the Conversation

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- ❖ One outcome of this conversation is to build a common understanding of an evidence-based framework that will drive improvement work. Especially in steps 2, 3, and 4, be aware that participants will likely have different backgrounds and experiences through which they view the framework and how it is implemented. While participants may seem to agree, it will be important to regularly check for understanding. Ask participants to repeat what they heard. Paraphrase contributions to ensure that your understanding is accurate. Encourage participant questions.
- ❖ For step 3, consider having copies of the continuous improvement framework from section 2 of this guide, including the descriptions of each element of the process, available. Being able to compare the district's recommended framework with this guide's framework will inform the conversation about alignment and possible gaps.

## Modifications or Variations

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- ❖ For step 3, consider using this tool in two phases. In the first phase, focus exclusively on your LEA framework for improvement planning and on identifying strengths and areas for needed adjustments. In the second phase, revisit your framework and delve deeper into how the use of evidence and data is infused throughout. Is this use of evidence an explicit activity such as requiring certain data in a needs assessment or requiring an evidence base for interventions? Are relevant data readily available? Are there adequate supports built in? You might consider modifying the provided table by adding a column to capture details about the use of evidence or data.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)?

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials that describe the planning and related support processes to schools in your district. Consider the value of having graphics or models from sources other than your own department or program. Review documentation and ensure that all participants have strong foundational knowledge of the information. Does everyone have a common understanding of the subject matter (e.g., SEA and LEA improvement frameworks, ESSA requirements, evidence-based interventions)?

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)?

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Notes

## STEP 2: Describe Context

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Briefly describe the context of your process for engaging with schools in evidence-based improvement planning and decision-making, and for providing support to schools. Questions to consider:

- ❖ What model or framework have you defined that guides this work with schools?
- ❖ What services, resources, or other supports are you required to provide to schools (e.g., based on funding or other programmatic requirements)?
- ❖ How is evidence-based decision-making part of this process? Where does it fit in?
- ❖ What is produced as a result of going through the improvement planning process?

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### Briefly Describe Your Improvement Planning and Decision-making Processes

## STEP 3: Map Current Process

The first column of the table below outlines the five steps of a recommended evidence-based improvement process, including key decision-making elements (full descriptions of each step are provided in section 2 of this guide). In the second column, map the steps in your district's improvement process for schools to steps in the recommended process. Be sure to include how each step uses evidence. Note that there may be more than one step in your process for each step in the recommended process (e.g., the Inform step of the recommended process might include both "Needs Assessment" and "Goal Development" from your district's process). In the third column, identify any gaps or needed changes in order for your district's process to incorporate the elements of the recommended process. Questions to consider:

- ❖ Does your district's process address all of the steps in the recommended process? If not, what are the gaps?
- ❖ Does your district's process address all of the steps in your state's process, if applicable? If not, what are the gaps?
- ❖ How is the use of research or data integral to each step of the continuous improvement process? That is, how is each step designed so that it must be successfully completed by incorporating research or data?
- ❖ How does your model reinforce a continuous (cyclical) process?

Continuous Improvement Steps	Your Improvement Process Steps	Gaps or Possible Changes
<b>Inform:</b> Analyze local needs; adjust focus.		
<b>Select:</b> Identify, examine, and select evidence-based interventions.		
<b>Plan:</b> Develop implementation strategies, adjust for local context.		
<b>Implement:</b> Proceed with improvement interventions; make formative adjustments.		
<b>Analyze:</b> Conduct summative assessment of performance and effectiveness.		

## STEP 4: Identify Current Supports

In the table below, identify the supports that your LEA offers (e.g., webinar, guidebook, training, side-by-side coaching, regional forums) to build school capacity in each of the five steps of a continuous improvement process. List the supports in chronological or sequential order and indicate which of the steps each support relates to. Include any supports provided by the state or by intermediary organizations. In the last column, indicate whether the resource supports or incorporates the use of evidence or data to inform decisions. After filling in the table, review what you have listed and identify gaps or needed changes (e.g., redundancies, timing issues, lack of resources). Questions to consider:

- ❖ Do the supports that you provide address all of the steps? Is the timing or sequence appropriate?
- ❖ How do your supports leverage state supports?
- ❖ Are the supports strong enough to allow schools to navigate the process independently, or is additional direct support from the district or from intermediaries still required?
- ❖ How effective are the supports, and what seems to make them effective? How do you know?
- ❖ Does everyone who needs support receive it?
- ❖ Are there adequate supports for the use of evidence or data to inform decisions?

Timing or Sequence	Specific Support Provided	Inform	Select	Plan	Implement	Analyze	Evidence?

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## Gaps or Needed Changes

## STEP 5: Identify Priorities and Next Steps

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Review the results of your inventory of current practice (steps 2–4), select priority areas to address, and describe next steps, including action items, persons responsible, and due dates. Questions to consider:

- ❖ What changes in the structure of your evidence-based continuous improvement process need to be made in order to include each step of the recommended continuous improvement process (or, alternatively, align with the state’s process), and to incorporate research or data throughout the process? (See the results capture in the step 3 chart.)
- ❖ What can you change, add, or remove in order to have the biggest impact?
- ❖ What changes in support might be most beneficial? (See the step 4 chart.)
- ❖ What resources (time, funding, personnel) will you need?
- ❖ How will you communicate any changes to others in the district, to support providers (e.g., intermediaries, state support providers), and to schools?

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### Priority Areas to Address

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### Next Steps

## **Tool 3:** SEA Guidance for Evidence-Based Interventions

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### Purpose

To help state education agencies (SEAs) define its approach to guiding local education agencies (LEAs) in selecting evidence-based interventions.

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### Outcome

Completing this tool will result in a clearly defined and well-delineated approach to working with LEAs to select evidence-based interventions.

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### Materials

In preparation, gather ESSA requirements and resources that help interpret ESSA requirements that are relevant to your program or department (see section 5 of this guide for suggested resources); relevant policy, guidance, and feedback on your SEA's role in school and district improvement decision-making; and information on capacity and staff availability.

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### Who Should Be Involved

SEA staff who oversee school and district support efforts, and those who administer or oversee the interventions that are relevant to your program/department, should be involved in working through this tool. Those involved should have substantive knowledge of SEA support efforts and requirements. Participants may include staff from one program or department, or, ideally, staff from multiple programs and offices, to support alignment across the agency. SEA research and evaluation staff would also help inform the approach to supporting schools and districts in selecting evidence-based interventions. It would be difficult to complete this tool without the input of individuals with strong quantitative research expertise, particularly with regard to how an SEA's research capacity may influence the SEA's approach.

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### Time

Set aside 1–2 hours for each step, or longer (3 or more hours) if multiple programs or departments are working together. This time can be spaced out over several weeks, with

breaks between steps to reflect or to gather additional information to inform the subsequent step(s).

#### Instructions Overview (detailed instructions are provided with each step)

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- ❖ **Step 1:** Prepare for engaging in this activity with a cross-functional SEA team by organizing the team and materials.
- ❖ **Step 2:** Review the ESSA requirements for your specific program or funding stream, and summarize the main points.
- ❖ **Step 3:** Reflect on the role and capacity of your SEA in guiding LEAs to select evidence-based interventions.
- ❖ **Step 4:** Using the information that you summarized in previous steps, and some additional considerations, define your SEA's approach to guiding LEAs in selecting evidence-based interventions.
- ❖ **Step 5:** Begin planning by reviewing the results of your discussions and reflections, selecting implementation priorities, and describing next steps.

#### Leading the Conversation

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- ❖ This tool is designed to help an SEA define only the guidance and support offered to LEAs in selecting evidence-based interventions – not guidance and support in how to implement and monitor those interventions. Step 2 is a good time to clarify this purpose, so that participants understand the scope of the conversation. Team members may become frustrated if they expect to do more but do not have sufficient time or prompts to accomplish these additional tasks.
- ❖ Especially if a more prescriptive approach to selecting interventions is chosen, it will be critical to communicate with LEAs early and often, so that they understand how and why decisions have been made. As part of steps 4 and 5, carefully consider what needs to be communicated, and when and how that information is best shared.

#### Modifications or Variations

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- ❖ It may not be practical or appropriate for all team members to participate in each step or in all parts of a step. In step 1, for example, the organizers or facilitators might determine who will be involved and develop the meeting schedule, but the entire team might work together on gathering and reviewing documentation. Organizers and facilitators will have to determine what works best for their participants in their setting.
- ❖ Some SEA departments may choose different approaches than other departments, due to variations in ESSA requirements for their funding streams. If so, consider bringing the departments together, after completing this tool, to describe the overall SEA approach to supporting LEAs in selecting evidence-based interventions, and to determine how the overall and department-specific approaches will be communicated to LEAs.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)?

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials related to your SEA's current approach to supporting LEAs in selecting evidence-based interventions. Review policy guidance, feedback reports, or evaluations on the role and capacity of your SEA and/or department.

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)?

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Notes

## STEP 2: Review ESSA Requirements

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ESSA calls on SEAs to take an increased role in supporting, managing, and monitoring the implementation of evidence-based decision-making at the local level. This tool is focused on defining an SEA approach to guiding LEA selection of evidence-based interventions. This includes defining the level of specificity and prescriptiveness for how LEAs select these interventions. For example, the SEA might provide a specific list of interventions from which LEAs must choose, or develop a process for approving LEAs' decisions, or support an open-ended process to review LEAs' choices. For additional information related to ESSA provisions, see section 2, and the resources listed in section 5, of this guide.

As you review the ESSA requirements for your specific program or funding stream, consider the following questions:

- ❖ What element of your program or funding stream requires evidence-based interventions?
- ❖ What are the situations (e.g., high schools with low graduation rates) that trigger evidence-based interventions?
- ❖ What level of evidence is required for interventions in your program or funding stream?
- ❖ What is required in terms of SEA review and approval of plans for your program or funding stream? What are the implications for your SEA's role and capacity?

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### Notes: Review and Summarize the ESSA Requirements

## STEP 3: Reflect on Your SEA's Role and Capacity to Engage with LEAs

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What skills or knowledge do your SEA staff possess to guide LEAs in the process of selecting evidence-based interventions? What does your team need to consider about roles and capacity before defining an approach for selecting evidence-based interventions? Note that capacity encompasses a number of dimensions, from human capacity (Do you have the people to do it?) to organizational capacity (Do you have the processes and structures to guide this work?) and material capacity (Do you have the technology and necessary materials to support the work?). The following questions are intended to help guide your conversations with your SEA colleagues to determine your approach.

### SEA Role

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- ❖ How does our SEA's past practice or policy regarding the degree of centralized or local control impact how we choose to work with LEAs to select evidence-based interventions?
- ❖ How prescriptive do we want to be as a state agency?
- ❖ What authority does our SEA have under state laws, policies, and regulations?
- ❖ What have our past approaches to providing guidance to LEAs in other programs or funding streams been? What would we like to keep or change about how we approach providing guidance to LEAs? What changes do we need to make to align with ESSA requirements?

### SEA Capacity

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- ❖ What is our SEA's capacity to conduct or review and summarize research on the effectiveness of interventions? What resources outside of the SEA, such as our Regional Educational Laboratory, can assist us?
- ❖ What is our SEA's capacity to approve LEAs' approaches?
- ❖ What is our SEA's capacity to provide technical assistance to LEAs on selecting evidence-based interventions?
- ❖ What is our SEA's capacity to monitor LEAs' evidence-based intervention selection processes?

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Summarize and Reflect on the Role and Capacity of Your SEA.

## STEP 4: Define Your SEA's Approach

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Considering the role and capacity of your SEA in selecting evidence-based interventions, what will your approach be under ESSA? Consider the following questions:

### Clarify Your Approach

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- ❖ Under the Elementary and Secondary Education Act/No Child Left Behind, what was our state's approach to guidance on selecting evidence-based interventions? What lessons did we learn about that approach that can be applied to our ESSA approach?
- ❖ How does our specific program or funding stream shape our approach?
- ❖ How does the timeline for planning or implementation within our specific program or funding stream affect our approach?
- ❖ Can additional information from our summaries in previous steps of this tool be used to influence how we will design our approach?
- ❖ Under what conditions would we differentiate our approach for LEAs?

### Clarify Your Support

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- ❖ What kinds of support will our SEA provide to help LEAs make local decisions around evidence-based interventions?
- ❖ How will we describe our approach to LEAs? How will we describe it to other departments within the SEA?
- ❖ What will our SEA produce to guide LEAs? A list of interventions to choose from, a guidance document that shares the criteria that the SEA will use to vet LEA plans, or something else?
- ❖ What resources—staffing, funding, and training—will be needed for following through on and sustaining our proposed approach?
- ❖ What are our immediate next steps?

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Summarize your SEA's approach and the support that you will offer to LEAs in selecting evidence-based interventions.

## STEP 5: Plan Next Steps

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Review the results of your discussions and reflections, select implementation priorities, and describe next steps.

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### Implementation Priorities

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### Next Steps

## **Tool 4:** LEA Guidance for Evidence-Based Interventions

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### Purpose

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To help a local education agency (LEA) define its approach to guiding schools in selecting evidence-based interventions.

### Outcome

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Completing this tool will result in a clearly defined and well-delineated approach to working with schools to select evidence-based interventions.

### Materials

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In preparation, gather ESSA requirements and resources that help interpret ESSA requirements that are relevant to your program or department (see section 5 of this guide for some suggested resources); SEA guidance on evidence-based interventions; relevant policy, guidance, and feedback on your LEA's role in school improvement decision-making; and information on capacity and staffing availability.

### Who Should Be Involved

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LEA staff who oversee school support efforts and interventions should be involved in working through this tool. Those involved should have substantive knowledge of LEA support efforts and requirements. Participants may include multiple staff from one program or department, or, ideally, staff from multiple programs and offices, to support alignment across the LEA. If available, LEA research and evaluation staff with strong quantitative skills would also help inform the approach to selecting evidence-based interventions.

### Time

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Set aside 1–2 hours for each step, or longer (e.g., 3 or more hours) if multiple programs or departments are working together. This time can be spaced over several weeks, with breaks between steps to reflect or to gather additional information to inform subsequent steps.

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### Instructions Overview (detailed instructions are provided with each step)

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- ❖ **Step 1:** Prepare for engaging in this activity with a cross-functional LEA team by organizing the team and materials.
- ❖ **Step 2:** Review the ESSA requirements for your specific program or funding stream, and summarize the main points.
- ❖ **Step 3:** Reflect on the role and capacity of your LEA in guiding schools to select evidence-based interventions.
- ❖ **Step 4:** Using the information that you summarized in previous steps, and some additional considerations, define your LEA's approach to guiding schools in selecting evidence-based interventions.
- ❖ **Step 5:** Begin planning by reviewing the results of your discussions and reflections, selecting implementation priorities, and describing next steps.

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### Leading the Conversation

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- ❖ This tool is designed to help an LEA define only the guidance and support offered to schools in selecting evidence-based interventions—not guidance and support in how to implement and monitor those interventions. Step 2 is a good time to clarify this purpose, so that participants understand the scope of the conversation. Team members may become frustrated if they expect to do more but do not have sufficient time or prompts to accomplish these additional tasks.
- ❖ Especially if a more prescriptive approach to selecting interventions is chosen, it will be critical to communicate with schools early and often, so that they understand how and why decisions have been made. As part of steps 4 and 5, carefully consider what needs to be communicated, and when and how that information is best shared.

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### Modifications or Variations

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- ❖ Depending on needs, capacity, and logistical considerations, this tool can be completed by an LEA independently or with SEA support.
- ❖ It may not be practical or appropriate for all team members to participate in each step or in all parts of a step. In step 1, for example, the organizers or facilitators might determine who will be involved and develop the meeting schedule, but the entire team might work together on gathering and reviewing documentation. Organizers and facilitators will have to determine what works best for their participants in their setting.
- ❖ Some LEA departments may choose different approaches than other departments, due to variations in ESSA requirements for their funding streams. If so, consider bringing departments together, after completing this tool, to describe the overall LEA approach to supporting schools in selecting evidence-based interventions, and to determine how the overall and department-specific approaches will be communicated to schools.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)?

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials related to your LEA's current approach to supporting schools in selecting evidence-based interventions. Review policy guidance, feedback reports, or evaluations on the role and capacity of your LEA and/or department.

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)?

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## Notes

## STEP 2: Review ESSA Requirements

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ESSA calls on LEAs to take an increased role in supporting, managing, and monitoring the implementation of evidence-based decision-making at the local level. This tool is focused on defining an LEA approach to guiding schools' selection of evidence-based interventions. Under SEA guidance, and in alignment with SEA approaches, LEAs can define the level of specificity and prescriptiveness for how schools select these interventions. For example, the LEA might provide a specific list of interventions from which schools must choose, or develop a process for approving schools' decisions, or support an open-ended process to review schools' choices. For additional information related to ESSA provisions, see section 2, and the resources listed in section 5, of this guide.

As you review the ESSA requirements for your specific program or funding stream, consider the following questions:

- ❖ What element of your program or funding stream requires evidence-based interventions?
- ❖ What are the situations (e.g., high schools with low graduation rates) that trigger evidence-based interventions?
- ❖ What level of evidence is required for interventions in your program or funding stream?
- ❖ What is required in terms of SEA review and approval of plans for your program or funding stream? What are the implications for your LEA's role and capacity?

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### Review and Summarize the ESSA Requirements and SEA Guidance

## STEP 3: Reflect on Your LEA's Role and Capacity to Engage with Schools

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What skills or knowledge do your LEA staff possess to guide schools, with SEA support, in the process of selecting evidence-based interventions? What does your team need to consider about roles and capacity before defining an approach for selecting evidence-based interventions? Note that capacity encompasses a number of dimensions, from human capacity (Do you have the people to do it?) to organizational capacity (Do you have the processes and structures to guide this work?) and material capacity (Do you have the technology and necessary materials to support the work?). The following questions are intended to help guide your conversation with your SEA and LEA colleagues to determine your approach.

### LEA Role

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- ❖ How does our LEA's past practice or policy regarding the degree of centralized or local control impact how we choose to work with schools to select evidence-based interventions?
- ❖ How prescriptive do we want to be as a district? How prescriptive is our SEA?
- ❖ What authority does our LEA have under state laws, policies, and regulations?
- ❖ What have our past approaches to providing guidance to schools been? What would we like to keep or change about how we approach providing guidance to schools? What changes do we need to make to align with ESSA requirements?

### LEA Capacity

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- ❖ What is our LEA's capacity to conduct or review research on, and to assess evidence-based interventions? What resources outside of the LEA (e.g., SEA, Regional Educational Laboratory, county office of education, outside organizations) can support these efforts?
- ❖ What is our LEA's capacity to approve schools' approaches and to determine how those approaches fit within SEA guidelines?
- ❖ What is our LEA's capacity to provide technical assistance to schools on selecting evidence-based interventions? How is our capacity influenced by SEA processes?
- ❖ What is our LEA's capacity to monitor schools' evidence-based intervention selection processes? How is our capacity influenced by SEA processes?

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Summarize Your Reflection on the Role and Capacity of Your LEA.

## STEP 4: Define Your LEA's Approach

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Considering the role and capacity of your LEA in selecting evidence-based interventions, what will your approach be under ESSA? Consider the following questions:

### Clarify Your Approach

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- ❖ Under the Elementary and Secondary Education Act/No Child Left Behind, what was our approach to guidance on selecting research-based or evidence-based interventions? What lessons did we learn about that approach that can be applied to our ESSA approach?
- ❖ How does our specific program or funding stream shape our approach?
- ❖ How does the timeline for planning or implementation within our specific program or funding stream affect our approach?
- ❖ Can additional information from our summaries in previous steps of this tool be used to influence how we will design our approach?
- ❖ How does the SEA approach influence our LEA approach?
- ❖ Under what conditions would we differentiate our approach for schools?

### Clarify your support

---

- ❖ What kinds of support will our LEA provide to help schools make local decisions around evidence-based interventions?
- ❖ How will we describe our approach to schools? How will we describe it to other departments within the LEA? How will we describe it to the SEA?
- ❖ What will our LEA produce to guide schools? A list of interventions to choose from, a guidance document that shares the criteria that the LEA will use to vet schools' plans, or something else? How will SEA guidance and/or materials shape our guidance materials?
- ❖ What kinds of support will our LEA provide to help schools make local decisions around evidence-based interventions? How does this support reflect SEA support and guidance?
- ❖ What resources—staffing, funding, and training—will be needed for following through on and sustaining our proposed approach?
- ❖ What are our immediate next steps?

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Summarize Your LEA's Approach to Guiding Schools in Selecting Evidence-based Interventions.

## STEP 5: Plan Next Steps

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Review the results of your discussions and reflections, select implementation priorities, and describe next steps.

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### Implementation Priorities

### Next Steps

## Q Tool 5: Intervention Evidence Review

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### Purpose

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To help a state education agency (SEA), local education agency (LEA), or school review research on interventions, strategies, policies, practices, programs, or activities (collectively referred to, in this tool, as interventions) that target a specific issue, problem, or outcome.

### Outcome

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By completing this tool, the user can assess the entire body of evidence (based on the evidence definitions in ESSA and nonregulatory guidance from the U.S. Department of Education [ED]) for particular interventions that target the outcome of interest.

### Materials

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Gather results from completed needs assessments, or root-cause or gap analyses; statements or summaries of problems or issues that require attention; lists of interventions that you currently use; and research on potential interventions. Also, gather any relevant information about the setting of your state, district, or school (e.g., populations served).

### Who Should Be Involved

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Staff who are charged with selecting evidence-based interventions for states, districts, or schools should work together to use this tool. Those involved should have substantive knowledge of the issues and outcomes that potential interventions are intended to address, including the educational setting(s) where the intervention would be implemented (e.g., knowledge of the targeted grade levels and student populations). Staff, consultants, or providers of technical assistance (e.g., staff from your Regional Educational Laboratory) who have a background in quantitative research methods should assist with the review of the research literature and completion of the tool.

### Time

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Completing the first two questions and the last two rows of the tool—tasks in which the entire team is engaged—requires approximately one hour. In addition, 45 to 90 minutes per study,

depending on the length and complexity of the study, are required for reviewing each research study.

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#### Instructions Overview (detailed instructions are provided with each step)

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- ❖ **Step 1:** Get organized, including identifying roles and responsibilities, gathering materials, establishing a schedule, and reviewing documentation.
- ❖ **Step 2:** Take stock of the most pressing problems or issues in your education setting, the outcomes that you would like to achieve, and possible interventions to help achieve those outcomes.
- ❖ **Step 3:** Review available research studies on a single intervention and determine whether each study demonstrates strong, moderate, or promising evidence for the intervention (or demonstrates a rationale for using the intervention), based on ESSA standards and nonregulatory guidance from ED.
- ❖ **Step 4:** Examine the context of the research and determine the extent to which the evidence for each study on the intervention was gathered in educational settings and populations similar to yours.
- ❖ **Step 5:** Assess the cumulative body of evidence on the intervention, both in general and specifically for your educational setting.

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#### Leading the Conversation

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- ❖ The goal of this exercise is to examine the entire body of research that exists for an intervention. Although ESSA stipulates that a single study may be used to provide strong, moderate, or promising evidence, subsequent nonregulatory guidance from ED encourages stakeholders to examine the body of research on an intervention.
- ❖ The facilitator of the activity might want to begin the activity by clarifying differences in how evidence is used in decision-making in ESSA, compared to No Child Left Behind to help team members understand the importance of their work. See section 2 of this guide for an explanation of the role of research and evidence in decision-making in ESSA and for a graphic showing a recommended evidence-based decision-making process.

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#### Modifications or Variations

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- ❖ It may not be practical or appropriate for all team members to participate in each step or in all parts of a step. In step 1, for example, the organizers or facilitators might determine who will be involved and develop the meeting schedule, but the entire team might work together on gathering and reviewing documentation. Organizers and facilitators will have to determine what works best for their participants in their setting.
- ❖ Multiple experts in quantitative research methods can be called upon to find the relevant research and to review the research. If multiple experts are used, they should first complete the tool independently and then meet as a group to discuss and compare results and to note discrepancies among their results.

- ❖ This tool can be used in at least two ways. It is designed to help compare the evidence bases for more than one intervention, to identify what has the best likelihood of addressing a well-defined problem or outcome. In certain cases, there may be a large number of interventions that target the outcome of interest, whereas, in other cases, there may be fewer such interventions. In situations where there are many interventions, users of this tool may want to first group the interventions into different categories (e.g., classroom-focused versus whole-school, or delivered by an instructor versus delivered online) in order to facilitate decision-making. The tool can also be used to understand what research shows about the success of a single intervention in different contexts, so that the intervention can be intentionally adapted to local context.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)? The team should include individuals who have input into selecting the evidence-based interventions; stakeholders who have knowledge of the problems, issues, and context of the educational setting; and one or more experts in quantitative research methods.

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials that provide data about or describe the most pressing problems or issues in your state, district, or school. These materials could include results from completed needs assessments or gap analyses and from logic models, as well as graphics that depict problems or issues along with their effects and possible causes. You may also want to develop a list of interventions that are currently in place at the state, district, and school levels.

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)? Who will be involved in step 3 (reviewing the research)?

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## Notes

## STEP 2: Take Stock of Problems or Issues

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Convene the entire team, review the materials, and decide what the most pressing problems, issues, or questions in your education setting are, in relation to the program or funding stream under consideration; the outcomes that you would like to achieve; and possible interventions to help achieve those outcomes.

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**Question 1.** Think about your educational setting (state, district, or school). Based on a needs assessment or other analysis, what are the two or three most pressing problems, issues, or questions that you would like addressed in relation to the program or funding stream under consideration?

**Question 2.** Based on the pressing problems, issues, or questions that you would like addressed (e.g., improving the high school graduation rate), what specific outcome(s) are you hoping to achieve, and for whom?

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**Question 3.** What are some of the interventions currently in place in your state or district, and/or that you might consider for implementation, that focus on improving the specific outcome(s) that you are hoping to change for your population?

Select **one** of the interventions that attempts to address the problem or issue and to achieve the targeted outcomes, and write the intervention in the space below. Carry over the intervention to Step 3 (Repeat this step for each intervention under consideration.)

## STEP 3: Review the Research

Before beginning this step, the team should consult the What Works Clearinghouse (WWC), which contains extensive information on a number of education-focused interventions. If there are no available evidence reviews on the intervention, primary research on the intervention can be obtained from academic databases such as the Education Resources Information Center (ERIC). Consult section 5 for other sources of evidence reviews of social programs, including those that are focused on education.

The researcher(s) on the team should obtain and review all of the available research on the intervention under study, and determine whether each study provides strong, moderate, or promising evidence for the intervention (or demonstrates a rationale for adoption), based on ESSA standards and guidance from ED, as well as on the nonregulatory guidance that applies to evidence standards in education. The ESSA standards and guidance from ED will also provide definitions of randomized controlled trials, quasi-experimental design, and correlational study. These resources should also be consulted for definitions of “well-implemented” and “well-designed” research. If more than one researcher is completing these questions, they should consult each other regarding their responses and resolve any discrepancies.

Transfer the intervention you selected at the end of the previous step here.

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
4	List the source of the evidence review (e.g., WWC), or author(s) and year of the study			
5a	Was this study a well-designed and well-implemented randomized controlled trial (RCT), as defined by ESSA?  Response options: Yes, No, or Not enough information  If “Yes,” go to 5b.  If “No” or “Not enough information,” go to 6a.			

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
5b	<p>For this RCT, is there a statistically significant <i>favorable</i> effect of the intervention on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			
5c	<p>For this RCT, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			
5d	<p>Does this RCT provide <b>STRONG EVIDENCE</b> for the intervention?</p> <p>Response options: Yes or No</p> <p>If the response to row 5b is "Yes" and the response to 5c is "No," mark "Yes" in this row, then proceed to question 9.</p> <p>If the response to row 5b is "No" and the response to row 5c is "Yes," mark "No" in this row, then proceed to question 6a.</p>			
6a	<p>Was this study a well-designed and well-implemented quasi-experimental design (QED), as defined by ESSA?</p> <p>Response options: Yes, No, or Not enough information</p> <p>If "Yes," go to 6b.</p> <p>If "No" or "Not enough information," go to 7a.</p>			
6b	<p>For this QED study, is there a statistically significant <i>favorable</i> impact of the intervention on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
6c	<p>For this QED study, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			
6d	<p>Does this QED study provide <b>MODERATE EVIDENCE</b> for the intervention?</p> <p>Response options: Yes or No</p> <p>If the response to row 6b is "Yes" and the response to 6c is "No," mark "Yes" in this row, then proceed to question 9.</p> <p>If the response to row 6b is "No" and the response to row 6c is "Yes," mark "No" in this row, then proceed to question 7a.</p>			
7a	<p>Was this study a well-designed and well-implemented correlational study, as defined by ESSA?</p> <p>Response options: Yes, No, or Not enough information</p> <p>If "Yes," go to 7b.</p> <p>If "No" or "Not enough information," go to 8.</p>			
7b	<p>For this correlational study, is there a statistically significant <i>favorable</i> impact of the intervention on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			
7c	<p>For this correlational study, is there a statistically significant and overriding <i>unfavorable</i> effect on the relevant outcome(s)?</p> <p>Response options: Yes or No</p>			

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
7d	<p>Does this correlational study provide <b>PROMISING EVIDENCE</b> for the intervention?</p> <p>Response options: Yes or No</p> <p>If the response to 7b is "Yes" and the response to 7c is "No," mark "Yes" in this row, then proceed to question 9 under step 4.</p> <p>If the response to 7b is "No" and the response to 7c is "Yes," mark "No" in this row, then proceed to question 8.</p>			
8	<p>Does this study <b>DEMONSTRATE A RATIONALE</b> for using the intervention? In other words, does this study suggest that the intervention is likely to improve a relevant outcome?</p> <p>Response options: Yes, No, or Not enough information</p>			

## STEP 4: Examine the Research and Educational Context

Convene the entire team to review the studies of this intervention. Then, assess the similarity of your educational setting, and of the population(s) of interest, to those used in the studies of the intervention.

Transfer the intervention you selected at the end of step 2 here.

Question	In each column, address the question for each study, using the response options listed; make notes in the columns if needed.	Study 1	Study 2	Study 3
9	<p>Examining the information for questions 5d, 6d, 7d, and 8, what is the highest level of evidence provided by each study for the intervention?</p> <p>Response options: Strong, Moderate, Promising, or Demonstrates a rationale</p>			
10	<p>In each study, was the intervention implemented in a setting similar to yours (e.g., rural, urban, grade span)?</p> <p>Response options: Very much, Somewhat, A little, Not at all</p>			
11	<p>In each study, was the intervention implemented with populations similar to yours (e.g., limited language proficient, low socio-economic status, specific ethnicity)?</p> <p>Response options: Very much, Somewhat, A little, Not at all</p>			

## STEP 5: Assess the Cumulative Evidence for the Intervention

Based on the responses to previous questions in this tool, the entire team can assess the cumulative evidence for the intervention, both in general and specifically for your particular educational setting. This information can be used when completing tool 6 (Comparing Evidence-Based Interventions).

- 12 Looking across the information for question 9 only, which of the following designations best describes the *cumulative evidence* for this intervention?

Strong \_\_\_\_\_ Moderate \_\_\_\_\_ Promising \_\_\_\_\_ Demonstrates a rationale \_\_\_\_\_

- 13 Looking across information for questions 9, 10, and 11, which of the following designations best describes the *cumulative evidence* for this intervention, specifically for the settings and populations that are similar to yours?

Strong \_\_\_\_\_ Moderate \_\_\_\_\_ Promising \_\_\_\_\_ Demonstrates a rationale \_\_\_\_\_

## **Tool 6: Comparing Evidence-Based Interventions**

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### Purpose

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This tool is to be used to compare how well different evidence-based interventions, strategies, policies, practices, or programs (collectively referred to, in this tool, as interventions) that target the same problem or issue are aligned with the context of a specific state, district, or school.

**This tool can be used after completing tool 5, or without completing tool 5 if users already have sufficient information about the levels of evidence for specific interventions under consideration for selection.**

### Outcome

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Completing the tool provides an indication of the degree to which a given intervention aligns with the state's, district's, or school's specific context. Reviewing this information will help in the selection of an evidence-based intervention.

### Materials

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Gather the results from tool 5 (Intervention Evidence Review), as well as information about each intervention's training and implementation requirements and costs. Also, gather any information about the context of your educational setting (e.g., the nature of any currently implemented school-improvement interventions; numbers of district or school staff).

### Who Should Be Involved

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Staff who are charged with selecting evidence-based interventions for districts or schools should work together to use this tool. Those involved should have substantive knowledge of the issues and outcomes that potential interventions are intended to address, including the educational setting(s) where the interventions would be implemented (e.g., knowledge of the targeted grade levels and student populations). Staff, consultants, or technical assistance providers who have a background in quantitative research methods should assist with

completion of the tool. Ideally, those who participated in reviewing the research studies on the interventions (using tool 5) should participate in this discussion.

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## Time

If the user is comparing three different interventions, set aside at least 2 hours for an individual or a small group to complete the tool for a given intervention. Provide an additional 3 to 4 hours for the full group to discuss and compare the different interventions, based on their completion of the tool. The time required for both the individual intervention reviews and the group discussion will increase if more than three interventions are being compared.

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## Instructions Overview (detailed instructions are provided with each step)

- ❖ **Step 1:** Get organized, including identifying roles and responsibilities, gathering materials, establishing a schedule, and reviewing documentation.
- ❖ **Step 2:** Take stock of the most pressing problems or issues in your education setting, the outcomes that you would like to achieve, and possible interventions to help achieve those outcomes.
- ❖ **Step 3:** Review available information to better understand how well each evidence-based intervention under consideration would fit into the context of your educational setting
- ❖ **Step 4:** Review available information to determine the costs of implementing the interventions under consideration in your educational setting.
- ❖ **Step 5:** Discuss the feasibility of selecting and implementing each intervention in your educational setting, and the advantages and disadvantages of each intervention as it pertains to your educational context.

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## Leading the Conversation

- ❖ The conversation among stakeholders using this tool should revolve around which evidence-based interventions best fit the contexts of their particular education environments. After the tool is completed, the group may not yet have decided on which intervention(s) to implement, but it should have narrowed down the options.

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## Modifications or Variations

- ❖ If your team has used tool 5, it may be possible to skip parts of steps 1 and 2. Review these steps carefully to see what should be repeated, reviewed, or possibly skipped.
- ❖ In certain cases, there may be a large number of interventions that target the outcome of interest, whereas, in other cases, there may be fewer such interventions. In situation where there are many interventions, users of this tool may want to first group the interventions into different categories (e.g., classroom-focused versus whole-school, or delivered by an instructor versus delivered online) in order to facilitate decision-making.

- ❖ Questions in this tool are designed to be appropriate for a broad array of educational contexts. Some may be skipped or refined, or questions may be added, to fit a specific context.
- ❖ It may not be practical or appropriate for all team members to participate in each step or in all parts of a step. In step 1, for example, the organizers or facilitators might determine who will be involved and develop the meeting schedule, but the entire team might work together on gathering and reviewing documentation. Organizers and facilitators will have to determine what works best for their participants in their setting.

## STEP 1: Get Organized

Take time to get organized and build your knowledge base by gathering necessary materials and building a well-informed team to complete subsequent steps. Things to consider:

**Who is involved?** Identify which departments or programs should be represented; then identify the individuals who will participate in this work. What are their respective roles and responsibilities in the group (e.g., note taker, facilitator)? The team should include individuals who have input into selecting the evidence-based interventions, and stakeholders who have knowledge of the problems, issues, and context of the educational setting; other interventions being implemented in the educational setting; the current professional development requirements placed on the staff in the educational setting; and any funding available for (where applicable) purchasing and implementing a new intervention. The team should also include one or more experts in quantitative research methods.

Department or Program	Name	Contact Information	Role/Responsibility

**What do we need to know?** Gather and organize documents and other materials that provide data about or describe the most pressing problems or issues in your state, district, or school. These materials could include results from completed needs assessments or gap analyses and from logic models, as well as graphics that depict problems or issues along with their effects and possible causes. Also, include documentation that summarizes other interventions that are currently being implemented in the educational setting and the current professional development requirements placed on staff. Reviewing this documentation will ensure that all participants have strong foundational knowledge of the problems, desired outcomes, and interventions under consideration.

Document or Material (title, description, source)	Why It Is Important (what everyone should know)

**Attend to logistics.** What will the meeting schedule be? Where will you meet? What materials do you need (e.g., chart paper, sticky notes)?

---

## Notes

## STEP 2: Take Stock of Problems or Issues

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Convene the entire team, review the materials, and decide what the most pressing problems in your education setting are, in relation to the program or funding stream under consideration; the outcomes that you would like to achieve; and possible interventions to help achieve those outcomes.

---

**Question 1.** Think about your educational setting (state, district, or school). Based on a needs assessment or other analysis, what are the two or three most pressing problems, issues, or questions that you would like addressed in relation to the program or funding stream under consideration?

**Question 2.** Based on the pressing problems, issues, or questions that you would like addressed (e.g., improving school engagement among middle school students), what specific outcome(s) are you hoping to achieve, and for whom?

**Question 3.** What are some of the interventions currently in place in your state or district, and/or that you might consider for implementation, that focus on improving the specific outcome(s) that you are hoping to change for your population?

Select one or more possible interventions that attempt to address the problem or issue and to achieve the targeted outcomes, and write the intervention(s) in the space below. Transfer the interventions to the table in step 3

## STEP 3: Determine Level of Evidence and Alignment with Context

Convene the entire team to assess the similarity of your educational setting, and of the population(s) of interest, to those used in the research on the intervention(s) selected in step 2. Also, consider if the intervention(s) have already been adapted to your setting. If the team has completed tool 5, the team should refer to the completed tool as well as any other documentation on the interventions.

Convene members of the team who have the most knowledge about the context of the state, district, or school where the intervention(s) would be adopted. Contextual factors include the nature of any other interventions currently being implemented in the state, district, or school, and staff capacity (in terms of both knowledge and time). In this step, address as many questions as possible that are relevant to the interventions under consideration and to your educational setting. You may not be able to address all of the questions with the information that you have at this point. The importance of the questions in this section may vary across states, districts, or schools. Individual questions in this section may be skipped or refined as needed, or questions may be added, to fit each context.

Question	In each column, address the question for each intervention, using the response options listed; make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
4	Name of intervention			
5	Which of the following designations best describes the cumulative evidence for this intervention? (Information from tool 5 can be used to answer this question.)  Response options: Strong, Moderate, Promising, or Demonstrates a rationale			
6	Which of the following designations best describes the cumulative evidence across studies for this intervention <i>for settings and populations that are similar to yours</i> ? (Information from tool 5 can be used to answer this question.)  Response options: Strong, Moderate, Promising, or Demonstrates a rationale			

Question	In each column, address the question for each intervention, using the response options listed; make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
7	<p>Given the information you have, has the intervention already been adapted for your population and/or setting?</p> <p>Response options: Yes or No</p> <p>If "Yes," go to question 9 in step 4.</p> <p>If "No," go to question 8.</p>			
8	<p>Do you have staff or consultants who will be able to adapt the intervention while preserving the core components?</p> <p>Response options: Yes or No</p>			
9	<p>What existing interventions might the proposed intervention be in direct conflict with or need to be integrated with (e.g., in terms of staffing, resources, facilities, scheduling)?</p>			
10	<p>To what extent would the intervention fit within the known climate or culture of the state, district, or school?</p> <p>Response options: A lot, Somewhat, A little</p>			
11	<p>To what extent would there be leadership support at the district or school level to ensure that the intervention would be implemented with fidelity?</p> <p>Response options: A lot, Somewhat, A little</p>			

Question	In each column, address the question for each intervention, using the response options listed; make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
12	<p>To what extent would there be buy-in from the necessary constituents (e.g., staff, community, students, and parents) for the intervention to be implemented with fidelity?</p> <p>Response options: A lot, Somewhat, A little</p>			
13	<p>To what extent does the state, district, or school have the physical infrastructure (e.g., space, technology, data systems) to fully implement, support, and sustain the intervention after funding ends?</p> <p>Response options: A lot, Somewhat, A little</p>			
14	<p>To what extent does the state, district, or school have the organizational structure to fully implement, support, and sustain the intervention after funding ends?</p> <p>Response options: A lot, Somewhat, A little</p>			
15	<p>To what extent would staff have the capacity and time required to successfully deliver and implement the intervention?</p> <p>Response options: A lot, Somewhat, A little</p>			
16	<p>To what extent would staff have the time required and capacity to continually monitor and collect data on implementation and outcomes of the intervention?</p> <p>Response options: A lot, Somewhat, A little</p>			

Question	In each column, address the question for each intervention, using the response options listed; make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
17	<p>If applicable, will the partners or other outside supports that are necessary for implementation of the intervention be committed and available for the duration?</p> <p>Response options: Yes, No, N/A</p>			

## STEP 4: Estimate Needed Resources

Convene members of the team who have the most knowledge about the costs of the given intervention(s) as well as knowledge of the time required to implement the intervention(s)—both in the start-up phase and in the long term, including requirements for staff training. In this step, address as many questions as possible that are relevant to the intervention(s) under consideration and to your educational setting. You may not be able to address all of the questions with the information that you have at this point. The importance of the questions in this section may vary across states, districts, or schools. Individual questions in this section may be skipped or refined as needed, or questions may be added, to fit each context.

Question	In each column, address the question for each intervention, make notes in the columns if needed.	Intervention 1	Intervention 2	Intervention 3
18	How much time would be required for staff training, in terms of hours or days?			
19	What is the cost (in dollars) of start-up materials?			
20	What is the cost (in dollars) of start-up equipment?			
21	What is the cost (in dollars) of start-up (initial) training?			
22	What are other start-up (initial) implementation costs (in dollars)?			
23	Add values in rows 19 through 22. These are the total start-up implementation costs.			
24	What are the estimated annual costs of the intervention after start-up?			

## STEP 5: Summarize

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Convene the entire team and discuss the feasibility of selecting and implementing each intervention in your educational setting. What are the advantages and disadvantages of each intervention? What have you learned about the targeted interventions, based on the use of this tool? The response can include summarizing the evidence base and the degree to which the interventions align with the specific context of your state, district, or school.

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### Notes

## Section 5: Additional Resources

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This section identifies additional materials and background information to build knowledge, understanding, and capacity to use evidence for improvement. The resources referenced in this section were selected using a rubric (included at the end of this section) to ensure the quality, relevance, and usefulness of the materials. The types of resources include:

- Samples of publicly available tools to support evidence-based improvement;
- Examples of directories that list evidence-based interventions; and
- Reports, research and case studies, and other publications.

Each resource includes a brief description and details for accessing it. Nearly all the resources are publicly available and represent an initial set of materials to get you started. Over time, additional resources may be added, especially those that address the other steps in the continuous improvement cycle. Resources are organized around the following topics:

- Every Student Succeeds Act (ESSA) guidance;
- Evidence-based improvement (General information);
- Examining and selecting evidence-based interventions (Step 2: Select); and
- Clearinghouses of evidence-based interventions.

Additionally, we encourage accessing technical assistance resources through Regional Educational Laboratories, Comprehensive Centers, or the State Support Network. More information and contact information may be found at these links:

- Regional Educational Laboratories (RELs). The REL program, sponsored by the Institute of Education Sciences (IES) at the U.S. Department of Education, serves the education needs of designated regions, using applied research, development, dissemination, and training and technical assistance, to bring the latest and best research and proven practices into school improvement efforts.  
([www.ies.ed.gov/ncee/edLabs/regions/](http://www.ies.ed.gov/ncee/edLabs/regions/))
- Comprehensive Centers (CCs). The CCs include 15 regional centers that provide services primarily to state education agencies (SEAs) to enable them to assist school

districts and schools, especially low-performing schools. The CC network also includes seven content centers focused on specific areas of expertise such as turnaround, accountability, and early learning.

([www2.ed.gov/about/contacts/gen/othersites/compcenters.html](http://www2.ed.gov/about/contacts/gen/othersites/compcenters.html))

- State Support Network (SSN). The SSN is a technical assistance initiative of the U.S. Department of Education, Office of State Support, designed to support state and district school improvement efforts. ([www.air.org/project/state-support-network-ssn](http://www.air.org/project/state-support-network-ssn))

## ❖ TOPIC: ESSA Guidance and Information

### The Every Student Succeeds Act (ESSA), Reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965

*U.S. Department of Education, 2015*

This is the legislation passed by Congress and signed by President Obama in December 2015 that reauthorizes ESEA.

Available at: <http://www2.ed.gov/documents/essa-act-of-1965.pdf>

### Non-Regulatory Guidance: Student Supports and Academic Enrichment Grants

*U.S. Department of Education, October 2016*

This guidance provided by the U.S. Department of Education offers information to state education agencies (SEAs), local education agencies (LEAs), schools, educators, and partner organizations information on the provisions of Title IV, Part A of ESEA, as amended by ESSA and how to best use funds based on these provisions.

Available at: <http://www2.ed.gov/policy/elsec/leg/essa/essassaagrantguid10212016.pdf>

### Non-Regulatory Guidance for Title II, Part A: Building Systems of Support for Excellent Teaching and Leading

*U.S. Department of Education, September 27, 2016*

This guidance provided by the U.S. Department of Education offers information to SEAs, LEAs, schools, educators, and partner organizations about how to best use funds from Title II, Part A of ESEA, as amended by ESSA.

Available at: <http://www2.ed.gov/policy/elsec/leg/essa/essatitleiipartaguidance.pdf>

### Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

*U.S. Department of Education, September 16, 2016*

This guidance provided by the U.S. Department of Education offers information to SEAs, LEAs, schools, educators, and partner organizations about how to select and use “evidence-based” interventions, as defined in Title VIII of ESEA, as amended by ESSA.

Available at: <http://www2.ed.gov/policy/elsec/leg/essa/guidanceeusesinvestment.pdf>

## Supporting School Reform by Leveraging Federal Funds in a Schoolwide Program: Non-Regulatory Guidance

*U.S. Department of Education, September 2016*

This guidance provided by the U.S. Department of Education explains how operating a schoolwide program under Title I, Part A of ESEA, as amended by ESSA can be beneficial to LEAs and schools.

Available at: <https://www2.ed.gov/policy/elsec/leg/essa/essaswpguidance9192016.pdf>

## Better Evidence, Better Choices, Better Schools

*Steve Fleischman, Caitlin Scott, and Scott Sargrad*

*American Progress, August 2016*

This report clarifies the definition of “evidence-based” that ESSA uses, distinguishing it from the “scientifically based research” provisions of No Child Left Behind (NCLB) and providing a framework for how SEAs can maximize collaborative efforts to implement evidence-based school improvement practices.

Available at:

<https://www.americanprogress.org/issues/education/report/2016/08/31/143223/better-evidence-better-choices-better-schools>

## Resources Page, Evidence in Education Lab

*Results for America*

These resources outline the potential and promise of ESSA's evidence provisions to help state and local leaders improve K-12 education.

Available at: <http://results4america.org/ed-lab-resources/>

## ❖ TOPIC: Evidence-based Improvement

### Continuous Improvement In Education

*Sandra Park, Stephanie Hironaka, Penny Carver, and Lee Nordstrum*

*Carnegie Foundation for the Advancement of Teaching, May 2013*

This white paper provides a preliminary view into how three educational organizations have undertaken continuous improvement. The paper describes the tools and methodology used by these organizations in their efforts.

Available at: [http://archive.carnegiefoundation.org/pdfs/elibrary/carnegie-foundation\\_continuous-improvement\\_2013.05.pdf](http://archive.carnegiefoundation.org/pdfs/elibrary/carnegie-foundation_continuous-improvement_2013.05.pdf)

### Developing a Coherent Research Agenda Workshop

*Julie R. Kochanek, Natalie Lacireno-Paquet, and Rebecca Carey*

*Regional Educational Laboratory Northeast & Islands, July 2014*

The workshop serves as a resource for teams or groups seeking to establish a research focus in specific education topics. The materials include an agenda, participant

workbook, facilitator's guide, and slide deck and are complemented by a 10-minute multimedia presentation—Developing a Research Agenda: Experiences of REL Northeast & Islands.

Available at: [www.relnei.org/publications/workshop-materials-for-setting-a-coherent-research-agenda.html](http://www.relnei.org/publications/workshop-materials-for-setting-a-coherent-research-agenda.html)

### **Education Logic Model Application (ELM)**

*REL Pacific*

The ELM is a downloadable application that guides the user to create a logic model through a series of questions and entry of program details.

Available at: <http://relpacific.mcrel.org/resources/elm-app>

### **Learning to Improve: How America's Schools Can Get Better at Getting Better**

*Anthony S. Bryk, Louis M. Gomez, Alicia Grunow, and Paul G. LeMahieu*

*Harvard Education Press, 2015*

This book, organized around six principles, shows how a process of disciplined inquiry coupled with the use of networks can successfully scale up promising interventions. It emphasizes how “networked communities” can bring together researchers and practitioners to accelerate learning in key areas of education.

Available at: [www.carnegiefoundation.org/resources/publications/learning-to-improve](http://www.carnegiefoundation.org/resources/publications/learning-to-improve)

### **Logic Models for Program Design, Implementation, and Evaluation: Workshop Toolkit**

*Karen Shakman and Sheila M. Rodriguez*

*Regional Educational Laboratory Northeast & Islands, May 2015*

This toolkit is designed to help practitioners learn the purpose of logic models, the different elements of a logic model, and the appropriate steps for developing and using a logic model for program evaluation.

Available at: <http://www.relnei.org/publications/program-policy-evaluation-toolkit.html>

### **Toolkit for a Workshop on Building a Culture of Data Use**

*Nancy Gerzon and Sarah Guckenburg*

*Regional Educational Laboratory Northeast & Islands, April 2015*

This field-tested workshop toolkit guides facilitators through a set of structured activities to develop an understanding of how to foster a culture of data use in districts and schools. Supporting materials—a facilitator guide and agenda, a slide deck, and participant handouts—provide workshop facilitators with all the materials needed to lead this process in their own setting.

Available at: <http://www.relnei.org/publications/culture-data-use-toolkit.html>

## Understanding Evidence

*Centers for Disease Control and Prevention*

This is a website designed to support evidence-based decision-making. The site offers training to learn more about the different types of evidence, provides resources to help gather evidence, and presents a Continuum to discover the evidence behind an existing program, practice, or policy.

Available at: <http://vetoviolence.cdc.gov/apps/evidence/>

## ❖ TOPIC: Examining and Selecting Evidence-Based Interventions

### What does it mean when a study finds no effects?

*Neil Seftor*

*U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, October 2016*

This short brief for education decisionmakers discusses three main factors that may contribute to a finding of no effects: failure of theory, failure of implementation, and failure of research design. It provides readers with questions to ask themselves to better understand 'no effects' findings, and describes other contextual factors to consider when deciding what to do next.

Available at: <http://ies.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2017265>

### Discussion Tree Template

*REL Northeast & Islands*

The Discussion Tree Template is designed to help education practitioners and policymakers think about the implications of research findings in their own contexts. The tool can be customized for the appropriate state, district, or school context.

Available at: <http://www.relnei.org/tools-resources/discussion-tree-tool-template.html>

### Evidence-Based Interventions: A Guide for States

*Livia Lam, Charmaine Mercer, Anne Podolsky, and Linda Darling-Hammond*  
*Learning Policy Institute, 2016*

This brief presents the research base and related conditions under which four commonly used interventions have been found to be effective when well-implemented. Specifically, these four areas are: high-quality professional development, class-size reduction, community schools and wraparound services, and high school redesign.

Available at: <https://learningpolicyinstitute.org/product/evidence-based-interventions>

### Evidence-Based Policymaking: A Guide for Effective Government

*The Pew Charitable Trusts and MacArthur Foundation, November 2014*

The report presents a framework for governments to build and support a system of evidence-based policymaking. Based on an extensive review of research and in-depth

interviews with government officials, practitioners, and academic experts, the framework identifies steps that both the executive and legislative branches can take to drive the development, funding, implementation, and monitoring of policies and programs.

Available at: <http://www.pewtrusts.org/en/research-and-analysis/reports/2014/11/evidence-based-policymaking-a-guide-for-effective-government>

### **School Leadership Interventions Under the Every Student Succeeds Act**

*Rebecca Herman, Susan M. Gates, Emilio R. Chavez-Herrerias, and Mark Harris*

*Rand Corporation, April 2016*

This report describes the levels of evidence under ESSA, and offers a synthesis of the research base related to those levels. The information is intended to guide policymakers at all levels of the education system (federal, state, and district) to use research-based interventions; help identify improvement activities; and support implementation of chosen interventions.

Available at: [www.wallacefoundation.org/knowledge-center/Pages/School-Leadership-Interventions-Every-Student-Succeeds-Act-Volume-1.aspx](http://www.wallacefoundation.org/knowledge-center/Pages/School-Leadership-Interventions-Every-Student-Succeeds-Act-Volume-1.aspx)

### **An SEA Guide for Identifying Evidence-Based Interventions for School Improvement**

*Laurie Lee, John Hughes, Kevin Smith, and Barbara Foorman*

*Florida Center for Reading Research, Florida State University, November 2016*

This guide helps SEAs to review evidence that supports the interventions that they will require or recommend in their state ESSA plan and funding applications. The guide also assists with determining levels or strength of evidence and planning for providing resources to LEAs.

Available at: [www.aypf.org/wp-content/uploads/2016/10/Study-Guide-John-and-Laurie-Florida.pdf](http://www.aypf.org/wp-content/uploads/2016/10/Study-Guide-John-and-Laurie-Florida.pdf)

### **A Survey Tool for Measuring Evidence-Based Decision-Making Capacity in Public Health Agencies**

*Julie A. Jacobs et al.*

*BMC Health Services Research, 2012*

This tool provides a research-based methodology for assessing the current evidence-based decision-making capacity of the public health workforce. Public health agencies serve a wide range of populations with varying levels of resources. This survey tool allows an individual agency to collect data that reflects its unique workforce. This tool could inform a similar approach in education.

Available at: <http://bmchealthservres.biomedcentral.com/articles/10.1186/1472-6963-12-57>

## Understanding Evidence: A Guide for Educators

Gregory Chojnacki, Alexandra Resch, Alma Vigil, Ignacio Martinez, and Steve Bates  
*Mathematica, Center for Improving Research Evidence, November 9, 2016*

This guide, focused on educational technologies, highlights four key types of evidence that educators are likely to encounter. It describes how to review claims about effectiveness and includes information about types of evidence ordered from weakest to strongest. The guide includes descriptions accompanied by examples of information sources containing that type of evidence.

Available at: <https://www.mathematica-mpr.com/our-publications-and-findings/publications/understanding-types-of-evidence-a-guide-for-educators>

## ❖ TOPIC: Clearinghouses of Evidence-Based Interventions

### What Works Clearinghouse

The What Works Clearinghouse (WWC) is an initiative of the Institute of Education Sciences, the independent, nonpartisan statistics, research, and evaluation arm of the U.S. Department of Education. The WWC provides educators, policymakers, researchers, and the public with a free, centralized source of scientific evidence on what works, in education, to improve student outcomes. Its goal is to provide educators and decisionmakers with the evidence that they need in order to make evidence-based decisions. The WWC focuses on the results from high-quality research to answer the question “What works in education?”

Specific WWC website sections or tools that may be of particular interest to decisionmakers include:

- *Find What Works*, a comprehensive source for information about what the WWC’s systematic reviews of the research say about education programs, products, practices, and policies, with special tools that allow users to compare interventions. Also, a new tool allows users to seek out information on whether research on an intervention has been conducted with students similar to theirs.
- *Intervention Reports*, which summarize existing research on a specific program, product, policy, or practice, and *Intervention Snapshots*, which present an intervention in an easy-to-access format.
- *Practice Guides* with recommended practices, based on an expert panel’s synthesis of reviews.
- *Reviews of Individual Studies*, with a search tool that allows users to find individual studies that have been reviewed by the WWC. Search filters allow users to screen by topic area, study design, and WWC study rating, to create more precise evidence searches.

Available at: <http://www.whatworks.ed.gov>

### Best Evidence Encyclopedia (BEE)

The Best Evidence Encyclopedia is a free website created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE). It provides summaries of scientific reviews of education interventions as well as links to the full text of each review.

Available at: <http://www.bestevidence.org/index.cfm>

### Blueprints for Healthy Youth Development

Blueprints for Healthy Youth Development is a registry of evidence-based youth development programs designed to promote the health and well-being of children and teens. Programs in the registry are family-, school-, and/or community-based.

Available at: <http://www.blueprintsprograms.com>

### Campbell Collaboration

This website provides access to reviews and research syntheses to support evidence-based decision and policymaking.

Available at: [www.campbellcollaboration.org/](http://www.campbellcollaboration.org/)

### Education Resources Information Center (ERIC)

*ERIC* is a free, online library of education research, sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education. It includes abstracts of research studies and some full-text documents.

Available at: <https://eric.ed.gov/>

### Results First Clearinghouse Database

This database, sponsored by the Pew Charitable Trusts, contains information from eight national clearinghouses that conduct systematic research reviews to identify what works in several areas of social programs and education.

Available at: <http://www.pewtrusts.org/en/research-and-analysis/issue-briefs/2014/09/results-first-clearinghouse-database>

## Evidence-Based Improvement Resources Vetting Rubric

Each numbered element (1, 2, 3) below the *Quality*, *Relevance* and *Usefulness* headings is worth up to three points (0=not at all, 1=slightly, 2=moderately, 3=to a great extent). To be considered for inclusion in the resources section of this guide, a resource must have a score of at least 15, with at least five points, in each of Quality, Relevance, and Usefulness, and minimally a rating of 1 for each numbered element. Not all sub-bullets (a, b, c) apply to all resources. These are marked as “NA”.

Quality (well-designed/developed)	Relevance (is realistic and contextual)	Usefulness (supports implementation/use)
1) Aligned with legal or regulatory guidance a) Utilizes or references ESSA levels of evidence b) References or is consistent with ESSA program guidance c) References evidence-based improvement cycle 2) Grounded in current research and practice a) Clearly applies and aligns with ESSA evidence standards b) Describes evidence of effectiveness with appropriate attention to research c) Describes emerging and promising practices with appropriate reservations 3) Complete and purposeful a) Clearly and thoroughly communicates purpose of resource b) Structure and content are consistent with the purpose c) Specifies necessary expertise, experience and resources required	1) Addresses needs a) Addresses common needs or frequently asked questions b) Aligned with SEA or LEA required tasks under ESSA c) Appropriate for ESSA programs or processes 2) Potential for application a) Content aligned with target audience knowledge and skills b) Applies to or is appropriate for a fairly broad audience c) Feasible for the intended audience 3) Addresses contextual factors a) Applicable to a variety of contexts (e.g., rural, urban, grade spans, English learner students) b) Adequately, describes potential barriers c) Includes sufficient options for variations	1) Knowledge transfer a) Provides clear and comprehensive information to inform decisions or practice b) Uses comprehensible language appropriate to audience 2) Usability a) Clearly describes necessary steps, conditions and resources for implementation b) Comprehensive coverage of topic or refers to other resources 3) Applicability a) Includes sufficient case studies, examples, or possible variations b) Includes specific information about or considerations for how to plan, implement and monitor activity

## Endnotes

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<sup>i</sup> Claridge, J. A., & Fabian, T. C. (2005). History and development of evidence based medicine. *World Journal of Surgery*, 29, 547–553.

Pew-MacArthur Results First Initiative. (2014). *Evidence-based policymaking: A guide for effective government*. Washington, DC: Pew Charitable Trusts and MacArthur Foundation.

<sup>ii</sup> Every Student Succeeds Act, Public Law 95, 114th Cong., 1st Sess. (December 10, 2015). <https://www.congress.gov/bill/114th-congress/senate-bill/1177/text>

<sup>iii</sup> Gross, B., & Hill, P. T. (2016). The state role in K–12 education: From issuing mandates to experimentation. *Harvard Law and Policy Review*, 10, 299–326.

<sup>iv</sup> Elgart, M. A. (2016). Designing state accountability systems for continuous school improvement: A call to action. Unpublished paper, AdvancED. Retrieved November 17, 2016, from <http://www.advanced.org/sites/default/files/ESSA%20Call%20to%20Action%20Whitepaper.pdf>

<sup>v</sup> See, for example:

- Cohen, M. D., March, J. G., & Olsen, J. P. (1972). A garbage can model of organizational choice. *Administrative Science Quarterly*, 17, 1–25.
- Goertz, M. E., Barnes, C., Massell, D., Fink, R. E., & Francis, A. (2013). *State education agencies' acquisition and use of research knowledge in school improvement strategies*. Philadelphia, PA: Consortium for Policy Research in Education.
- Hess, F. M. (Ed.). (2008). *When research matters: How scholarship influences education policy*. Cambridge, MA: Harvard Education Press.
- Penuel, W. R., Briggs, D. C., Davidson, K. L., Herlihy, C., Sherer, D., Hill, H. C., Farrell, C. C., & Allen, A.-R. (2016). Findings from a national study on research use among school and district leaders. Boulder, CO: National Center for Research in Policy and Practice. Retrieved November 17, 2016, from

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[http://ncrpp.org/assets/documents/NCRPP\\_Technical-Report-1\\_National-Survey-of-Research-Use.pdf](http://ncrpp.org/assets/documents/NCRPP_Technical-Report-1_National-Survey-of-Research-Use.pdf)

<sup>vi</sup> See writings by the Carnegie Foundation; for example, Bryk, A. S., Gomez, L. M., Grunow, A., & LeMahieu, P. G. (2015). *Learning to improve: How America's schools can get better at getting better*. Cambridge, MA: Harvard Education Press.

<sup>vii</sup> See Bryk et al. (2015) for a discussion of “seeing the system” as a key to improvement.

<sup>viii</sup> Additional ideas about how states can maximize collaborative efforts can be found in Fleshman, S., Scott, C., & Sargrad, S. (2016). *Better evidence, better choices, better schools: State supports for evidence-based school improvement and the Every Student Succeeds Act*. Washington, DC: Center for American Progress and Knowledge Alliance.



### *Teaching Reading Effectively and Teaching Reading Effectively – Trainer of Trainers*

In support of A.R.S. 15-701 – *Move On When Reading*, A.R.S. 15-704 – *AZ READS*, and Arizona’s English Language Arts Standards, the Arizona Department of Education offers the Teaching Reading Effectively (TRE) and Teaching Reading Effectively-Trainer of Trainers (TRE-TOT) to build capacity at the local, regional and state level. Each of these five day trainings is designed specifically to improve early literacy instruction.

The content of **Teaching Reading Effectively** includes current research and evidence-based practices that are necessary to develop a student’s phonological awareness, phonemic awareness, fluency, decoding and encoding skills, academic vocabulary, and reading comprehension. The TRE is designed to empower teachers to develop proficient readers, competent writers, and critical thinkers. The TRE was created for K-3 general education teachers, K-5 special education teachers, literacy coaches, and leaders to improve classroom instruction and school wide literacy programs.

The primary units of the TRE include:

- Foundations of Reading
- Learning to Read and Spell: A National Problem and Recommended Solutions
- Basic Principals of Reading Assessment
- The Structure of Language
- Graphophonemic Awareness
- Teaching Word Identification and Spelling Fluency
- Vocabulary
- Comprehension to summarizing

Once a teacher has completed the five-day TRE, he/she can take the **Teaching Reading Effectively – Trainer of Trainers** course. This course is designed to deepen each participant’s understanding of early literacy so that he/she is qualified to deliver the TRE training locally at a school or district. These teachers can take the knowledge of early literacy that they have acquired and can use it to empower all of the teachers at their school or district to strengthen their literacy instruction for all students.



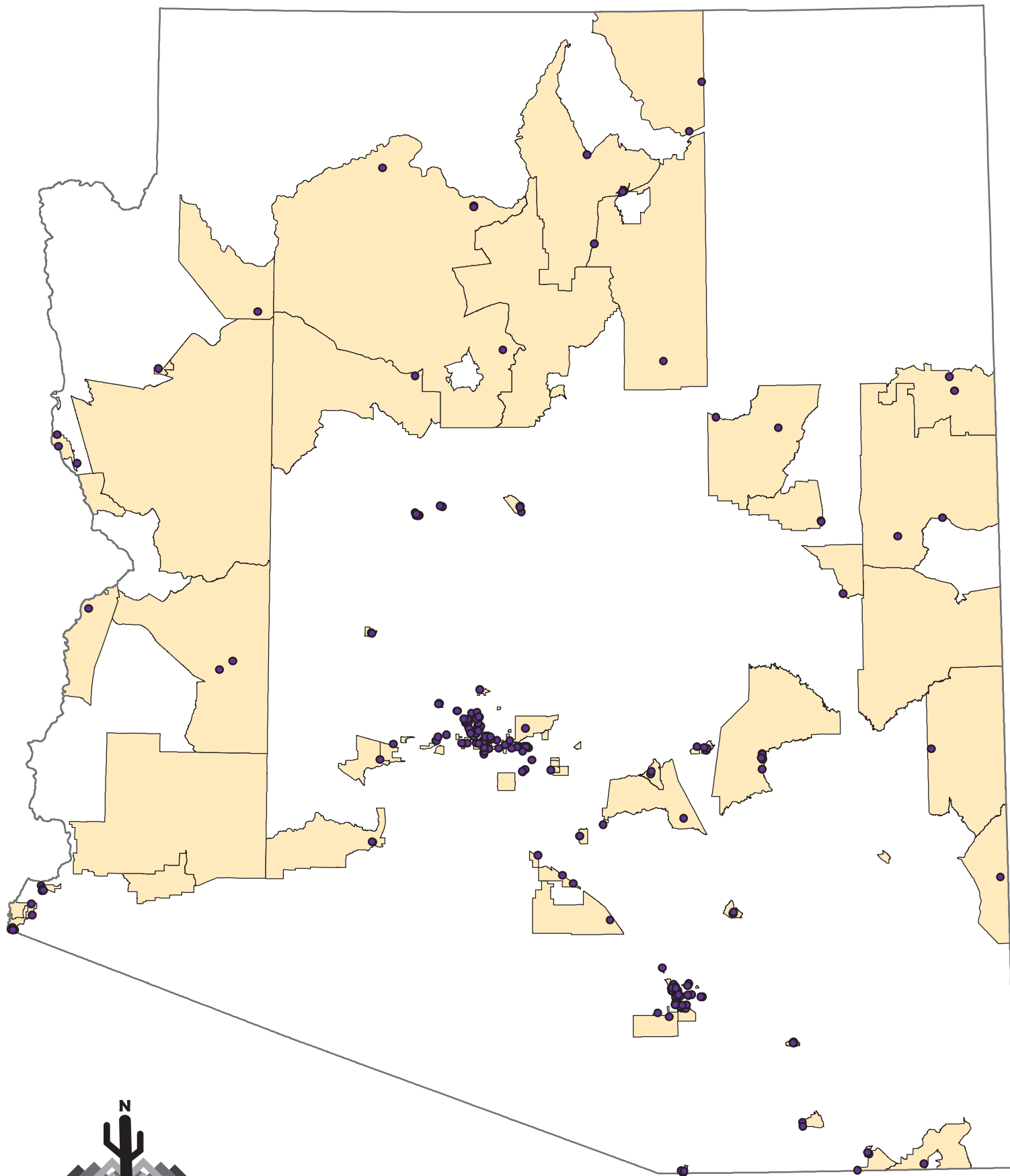
### ***Teaching Struggling Readers in Grades 4-12***

In a format similar to Teaching Reading Effectively (TRE), the **Teaching Struggling Readers Grades 4-12** is a 5-day training that examines the five primary components of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension) and includes current research and evidence-based practices that are necessary to help struggling readers in older grades. Participants will learn how to use literacy assessments to identify the source(s) of a student's reading struggles and will focus on word skill instruction and scaffolds and intervention strategies that enhance vocabulary and comprehension instruction.

Texts included with the training:

**Assessing Reading-Multiple Measures**  
**Effective Instruction for Middle School Students with Reading Difficulties**

# Preschools Located within Opportunity Zones



0 5 10 15 20 25 30 35 40 45 50 55 60 65 70 75 80 85 Miles

Source: Maricopa County Elections (Cities)

Date: April 2020

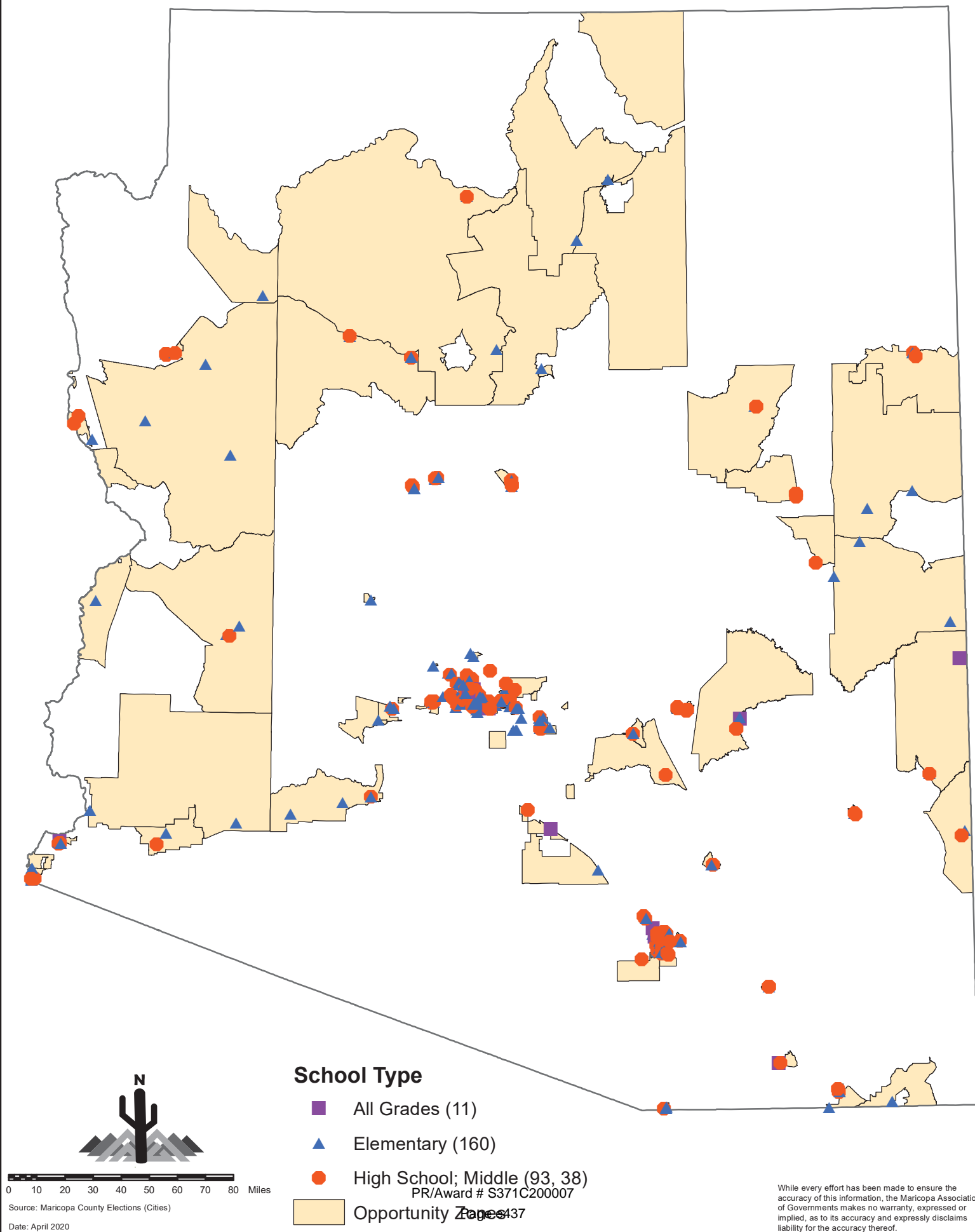
● PreSchools



PR/Award # S371C200007  
Opportunity Zones  
Page 6436

While every effort has been made to ensure the accuracy of this information, the Maricopa Association of Governments makes no warranty, expressed or implied, as to its accuracy and expressly disclaims liability for the accuracy thereof.

# Schools Located within Opportunity Zones





## OVERVIEW



When Arizona Reads, Arizona Thrives

### Mission

Read On Arizona is a statewide collective impact initiative made up of 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.

### Advisory Board & Founding Partners



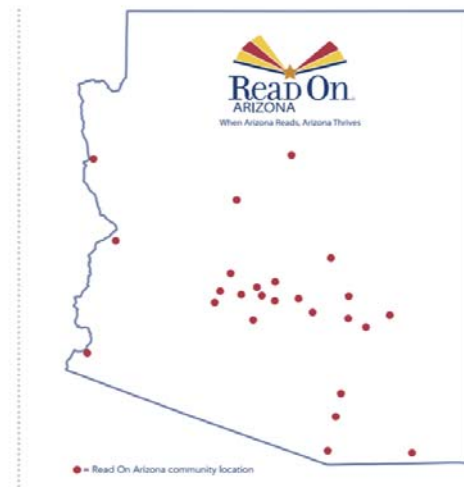
### Goals

Together with key stakeholders, every Read On community can work toward helping reach our primary goals to:

- Increase the number of children that are ready for school when entering kindergarten;
- Ensure every student is on track for college, career, and life success by increasing the % of students who are reading at grade level by the end of third grade;
- Drive change through capacity building, group solutions, continuous improvement, and integrated and coordinated systems that deliver the right supports at the right time for every child.

### Values

- Data-driven decision making
- Effective, research-informed strategies
- Collaboration and intentional alignment and leveraging of existing services and resources
- Quality, effectiveness, and fidelity of implementation
- Impact and continuous improvement for all.



A collective state approach, including a network of over 25 Read On Communities across Arizona focused on a collaborative approach to solutions in early literacy.



## READ ON ARIZONA LEADERSHIP

### ARIZONA EARLY LITERACY ADVISORY BOARD

#### Members:

##### Arizona Community Foundation\*

Glenn Wike, Senior Philanthropic Advisor, Education  
Cassie Fleming, Scholarships and Education

##### Arizona Department of Education\*

Kate Wright, Assoc. Superintendent, High Academic Standards  
Sean Ross, Deputy Associate Superintendent, K-12 Academic Standards  
Lori Masseur, Deputy Associate Superintendent, ECE

##### Arizona Governor's Office of Education

Kaitlin Harrier, Policy Advisor, Education

##### Arizona State Board of Education

Alicia Williams, Executive Director  
Catcher Baden, Deputy Director

##### The Bob & Renee Parsons Foundation

Mayra Flores, Program Manager

##### Read On Community Lead Representative

Tim Valencia, City of Phoenix

##### Eyes on Learning

Karen Woodhouse, Director

##### Helios Education Foundation\*

Vince Yanez, SVP, Arizona Community Engagement  
Michelle Boehm, Program Director

##### First Things First\*

Marilee Dal Pra, Chief Executive Officer  
Amy Corriveau, Chief Program Officer  
Daniel Puglisi, Senior Director Communications

##### Maricopa Association of Governments

Anubhav Bagley, Regional Analytics Director

##### Nina Mason Pulliam Trust

Laura McBride, Senior Program Officer

##### Read On Arizona

Terri Clark, Arizona Literacy Director

##### Teaching Strategies Gold

Nicol Russell, Dir. Head Start Research & Support

##### The Steele Foundation

Marianne Cracchiolo Mago, President

##### Virginia G. Piper Charitable Trust\*

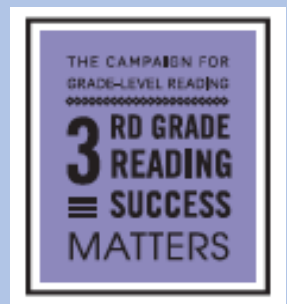
Mary Jane Rynd, President & CEO  
Karen Leland, Chief Communication Officer  
Erin Goodman, Program Officer

\*Founding Partner

#### Local Read On Communities:

Avondale  
Buckeye  
Bullhead City  
Chandler  
Cochise County  
Copper Corridor  
Flagstaff  
Goodyear  
Greater Surprise  
Hualapai  
Pinetop-Lakeside  
Maricopa County (unincorporated areas)

Mesa  
North Gila County/Globe-Miami  
Northern Pinal County  
Phoenix  
Prescott  
San Carlos Apache Tribe  
Santa Cruz County  
Scottsdale  
Tempe  
Tolleson  
Tucson/Sahuarita  
Yuma



Read On Arizona is the state designee for the national Campaign for Grade-Level Reading.





## **Citations**

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Arizona Dept. of Administration, Employment and Population Statistics: 2018-2055 State and county population projections.

U.S. Census Bureau (2018). 2009-2017 American Community Survey ACS Preschool Enrollment Single year estimates, Table B15002.

Expect More Arizona (2019). Arizona Progress Meter, Quality Early Learning Indicator.

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Lyon, 2002; Moats, 1999; Shaywitz, 2003. Science of Reading.

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National Research Council and Institute of Medicine (2015). *Transforming the Workforce for Children Birth Through Age 8: A Unifying Foundation*. National Academies Press.

First Things First (2020). Arizona Early Childhood Professional Development Network and Workforce Registry.

Kuhfeld, Megan, Tarasawa, Beth. (2020). *The COVID-19 slide: What Summer Learning Loss Can Tell us About the Potential Impact of School Closures on Student Academic Achievement*. NWEA (2020).

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INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Arizona Department of Education  
1535 West Jefferson, BIN 28  
Phoenix, AZ 85007

**Date:** July 26, 2019

**Agreement No:** 2019-093

**Filing Reference:** This replaces previous  
Agreement No. 2018-084

**Dated:** 7/18/2018

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Distribution Base:

MTDC	Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).
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Applicable To:

Unrestricted	Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.
Restricted	Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

Limitations: Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

Accounting Changes: The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

Provisional/Final/Predetermined Rates: A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

Fixed Rate: The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

Notification to Other Federal Agencies: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

Audit: All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

Reimbursement Ceilings/Limitations on Rates: Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

### Section III - Special Remarks

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

### Section IV – Approvals

For the State Education Agency:

Arizona Department of Education  
1535 West Jefferson, BIN 28  
Phoenix, AZ 85007

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

For the Federal Government:

U.S. Department of Education  
OFO / OGA / ICD  
550 12th Street, SW  
Washington, DC 20202-4450

\_\_\_\_\_  
Signature

Frances Outland  
\_\_\_\_\_  
Name

Director, Indirect Cost Division  
\_\_\_\_\_  
Title

July 26, 2019  
\_\_\_\_\_  
Date

Negotiator: Catherine Hull  
\_\_\_\_\_

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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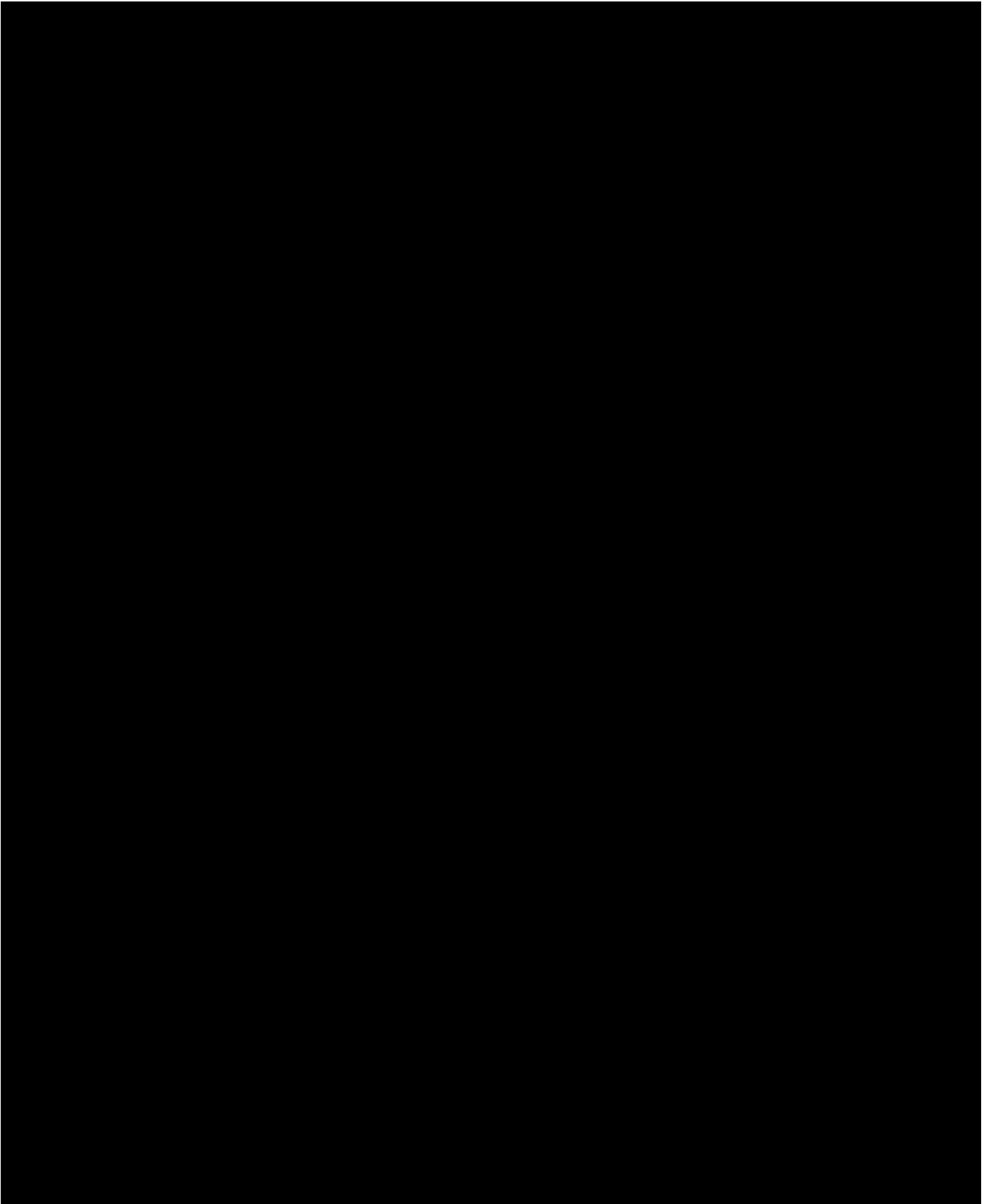
To add more Budget Narrative attachments, please use the attachment buttons below.

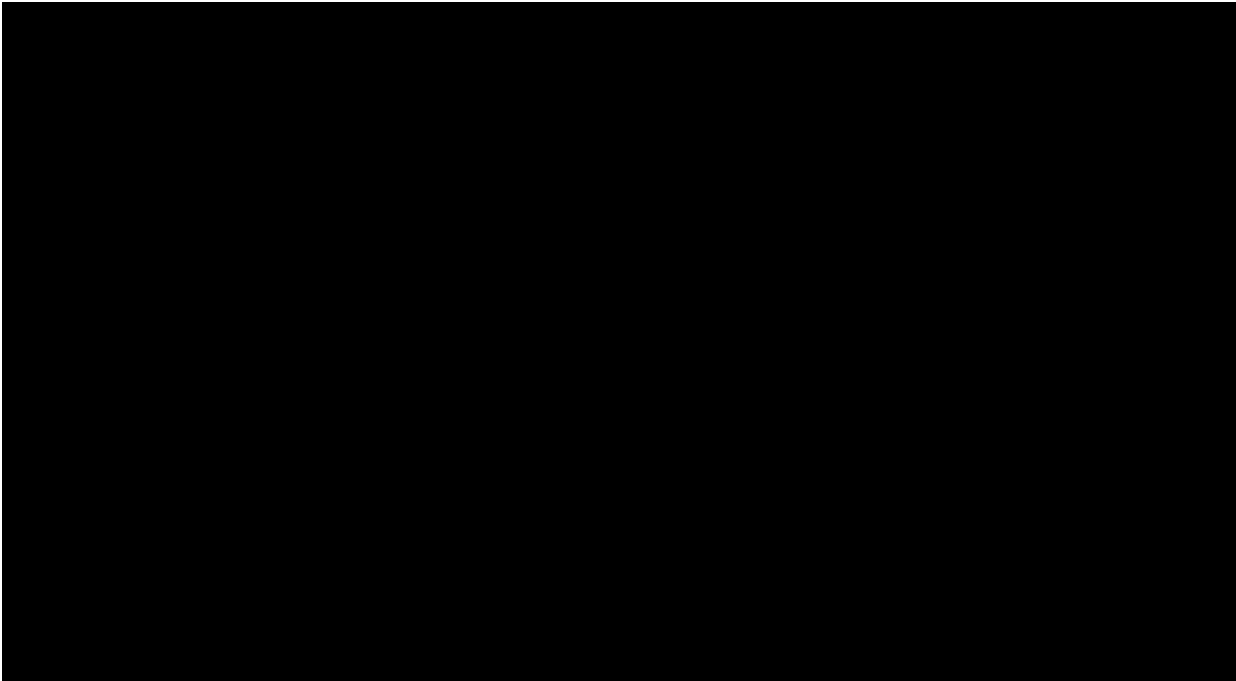
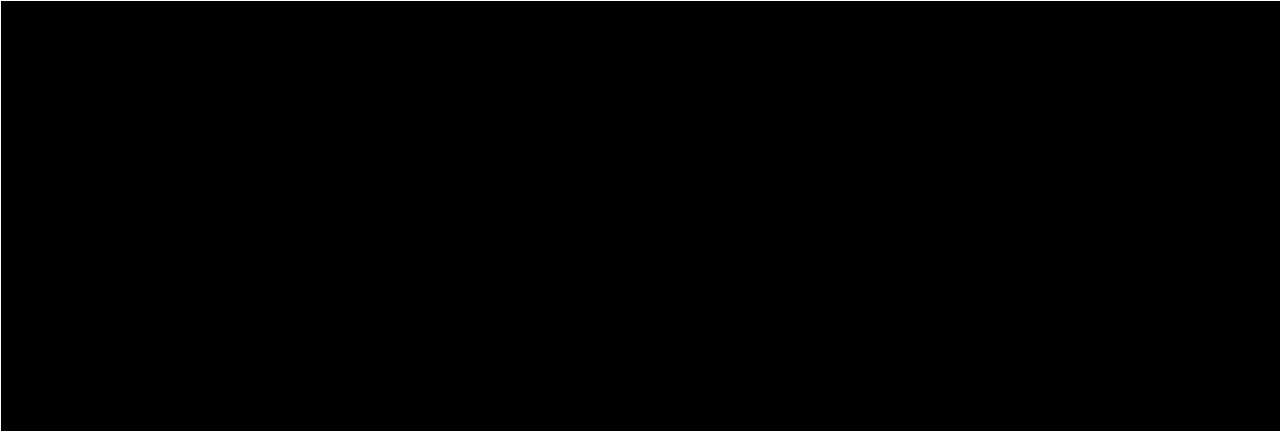
[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

## Budget and Budget Justification



- 
- 3. Travel (In-state).** Travel is essential to the success implementation of the grant. Four state level employees equating to 1FTE have been identified to support this grant initiative. It is estimated that staff may travel on a quarterly basis to aid programs. The State of Arizona has a travel policy that is consistent with other mandated travel policies across all State agencies. This policy has a mandatory application of costs for employee-related travel and includes meal per diems, reimbursement of mileage, lodging, and other travel-related expenses. The projected travel expenses for the planning year will cost [REDACTED]. The factors used to calculate in-state travel costs are detailed estimating four employees traveling on a quarterly basis for two days.
- 

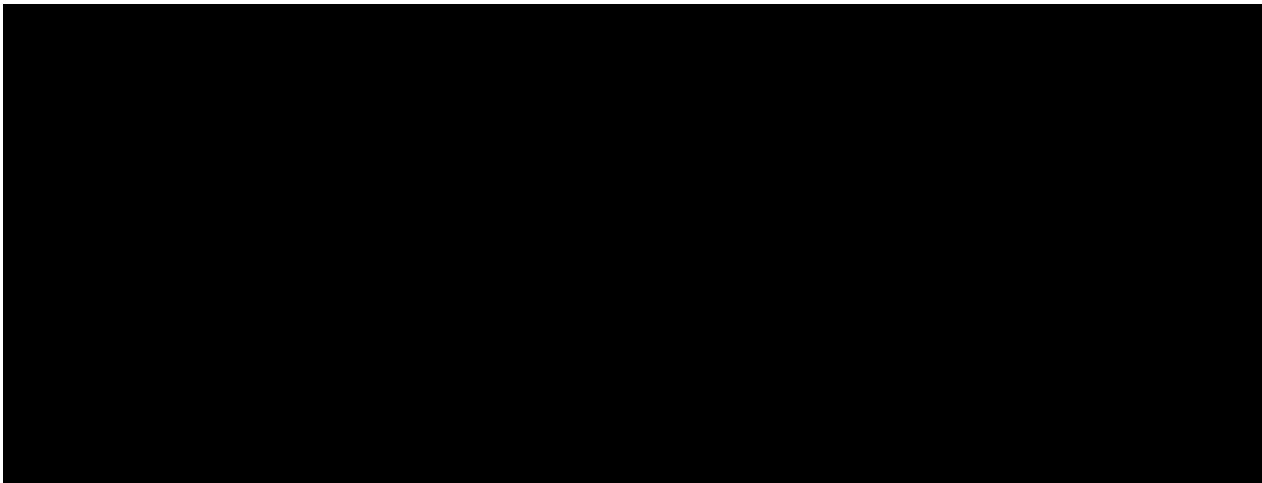
- 4. Contractual.** All contracting done by ADE is conducted through established state statutes for entering into a financial agreement with another entity. ADE utilizes financial and procurement processes that are consistently used across all funding sources and allowed by State Procurement Laws under the Code of Federal Regulations (34CFR Parts 74.40- 74.48 and Part 80.36) and provide the greatest public benefit. ADE follows State procurement requirements to determine if standard procurement contractual agreements are established or if other procurement processes must be executed to achieve financial agreement with another entity. ADE is proposing

contractual commitments that are necessary to build a statewide infrastructure; this investment will target the following areas:

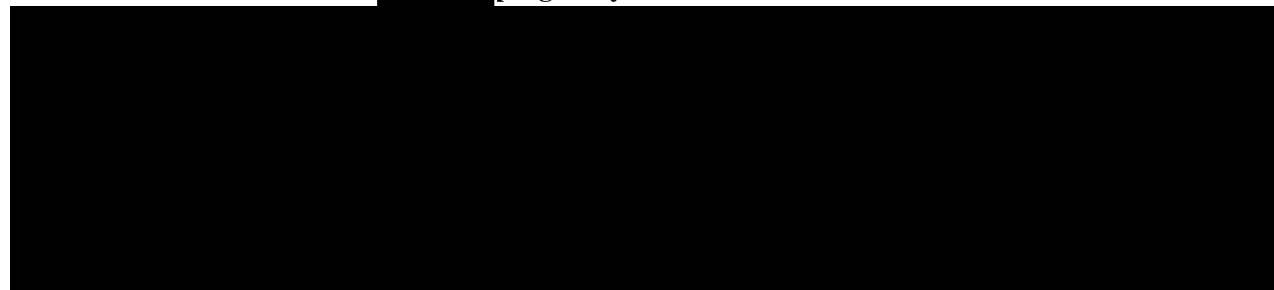
**Professional Development Sponsored by ADE:** This includes payment for providing focused professional development and supporting materials related to participant training and facilitator (ToT) training related to language and literacy and the science of reading. The estimated cost of these trainings is [REDACTED].

**Read on Az:** MapLIT integrated data system: Maintain and develop enhancements identified during planning process to support needs assessment, data uploading, data analytics, and tool development. The Total estimated cost is [REDACTED]

5. **Supplies.** A reasonable, limited amount of office and project materials and supplies are needed for the effective, efficient implementation of the grant and is consistent with other federal grant applications. Office materials and supplies include small, expendable, daily use items such as paper, post-its, binders, staplers, writing utensils, organization file folders, and stationary/envelopes. These are estimated to cost [REDACTED]
6. **Other Operating Expenses.** ADE has projected the budget for “other” to be [REDACTED] as detailed in the table below. The expenses paid under this grant will be minimized by some costs being shared with other ECE funding sources. The estimated “Other Operating Expenses” are based on recent actual costs for similar federal grant project budgets determined by the ADE and the Arizona Department of Administration for all State agencies.



7. **Total SEA Amount:** [REDACTED] program year.



9. B-5 subgrant application allocations totally 15% of the total award for [REDACTED] over the course of 5 years or 600,000 annually. Early Learning Providers may apply for a five year allocation with an award ceiling of [REDACTED]. This will ensure a minimum of 6 Early Learning Providers are awarded.
  10. K-5 subgrant application allocations totally 40% of the total award for [REDACTED] over the course of five years or [REDACTED] annually. LEAs may apply for a five year allocation with an award ceiling of [REDACTED]. This will ensure that a minimum of 8 LEAs will be awarded. If any entity is applying for more than one age/grade band the total award ceiling is not to exceed [REDACTED].
  11. 6-12 subgrant application allocations totally 40% of the total award for [REDACTED] over the course of five years or [REDACTED] annually. LEAs may apply for a five year allocation with an award ceiling of [REDACTED]. This will ensure that a minimum of 8 LEAs will be awarded. If any entity is applying for more than one age/grade band the total award ceiling is not to exceed [REDACTED].
- [REDACTED]