Abstract

As a nation, we recognize the value of a literate society. As Americans, we share a national goal that every child learns to read. We have never been in a better position to make our goal a reality: we know more about how children learn to read and how to teach reading than we ever have before due to recent convergent research. But the widespread achievement of this goal has been elusive. Many of our children continue to fail to read, falling behind their peers, destined never to catch up. The goal will remain elusive unless there is determined commitment and ongoing support from all stakeholders (parents, teachers, administrators, legislators, university and college faculty, businesses, and communities), and most of all, strong leadership from both individuals and institutions to impact change.

As recently as one year ago, Arizona did not have a statewide reading initiative. That is not to say efforts to raise reading achievement were non-existent, but they were fragmented without a clear, unified focus. The State had adopted rigorous academic standards in 1996, followed by the development of an assessment program to measure student progress in meeting those standards. Attention was focused on aligning curriculum to state standards and concern centered on the urgency to prepare students to meet the State's new high school graduation requirement: demonstrated proficiency in reading, writing and math as measured by *Arizona's Instrument to Measure Standards* (AIMS). Faced with dismal passing rates on its first administration of AIMS, ongoing heated debate ensued over a realistic and appropriate timeline to implement this new requirement …2002? 2008? 2015? Never? Arizona had already been identified as having the highest dropout rate in the nation. Would a high stakes graduation requirement contribute to the State's already deplorable dropout rate? Enmeshed in the controversy, schools were losing their direction and Arizona was becoming a state divided against itself.

All that changed with the appointment by Governor Jane Hull of Jaime A. Molera as Arizona's Superintendent of Public Instruction in May, 2001. He brought to this position a determined commitment to settle the controversy surrounding high-stakes *student* accountability. Broad consensus was reached on a plan to build capacity from pre-kindergarten *up* rather than high school *down* by postponing the AIMS graduation requirement date until 2006 and in the meantime establishing strong and purposeful *school* accountability measures. In its place, he focused attention on the reading achievement of young children in Arizona in a collaborative and comprehensive effort, to prepare students for academic success, raise student achievement, and reduce the State's unacceptable dropout rate. He launched AZ READS, Arizona's Reading Initiative, establishing the goal that Arizona children learn to read proficiently no later than the end of third grade and thus be prepared for success in school, in the work place, and in life.

The citizens of Arizona were quick to respond and rallied behind this initiative. Support from educators, legislators, community and business leaders, parents, public and private organizations, the media, and students, themselves, has been enthusiastic. Yuma, a city that shares its border with Mexico, with a large Spanish speaking community and large numbers of migrant workers, declared their own local literacy initiative, *Reading is Freedom*, and have set literacy as a community wide goal. Mr. Kelsey Begaye, President of the Navajo Nation, proclaimed literacy a goal of the Navajo people and encouraged time be set aside for reading in Navajo homes. The Arizona Parent Teacher Association (PTA) has made the state reading initiative their

organization's primary focus. The Phoenix Suns, Arizona's NBA basketball team, pledged its support and resources to the Arizona Department of Education and AZ READS. Major city newspapers have given front-page coverage to the launching of the State Initiative. Business organizations have committed their support and volunteer organizations have stepped up to participate. Progress in developing and implementing a plan of action is well under way. The plan is broad and cohesive with a focus on prevention: preventing reading difficulties from developing into reading problems and preventing students from ultimately dropping out of school. Furthermore, it is aligned with the federal Leave No Child Behind legislation.

With this statewide plan in place, Arizona stands poised and ready to commit its collective energy to this effort. With the additional resources that Reading First funds will provide, Arizona *can* and *will* reverse the cycle of failure that exists for many of its children.

I. IMPROVING READING INSTRUCTION

A. CURRENT READING INITIATIVES AND IDENTIFIED GAPS

This section of the proposal provides a detailed description of current federal, state, and local efforts focused on improving reading achievement. The section also identifies gaps in current initiatives and programmatic needs related to scientifically-based reading research. Other section elements provide a framework for systemic reform in Arizona. All serve to impact reading achievement in Arizona schools, but especially those identified as eligible Reading First LEAs.

State Standards, Assessment, and Accountability

Arizona Academic Standards

In 1996, the Arizona Academic State Standards were adopted. The purpose of the Arizona Academic Standards is to define what the citizens of the State expect children to know and be able to do by the time they graduate and to raise the achievement level of all students in the State's public and charter schools. The State Standards were developed with input from teachers, parents, state board members, district and charter school board members, legislators, business and community members, students, and school administrators. They have been reviewed by the Thomas B. Fordham Foundation as among the best in the nation. The Thomas B Fordham Foundation study commended Arizona for its Language Arts Standards, specifically for its high expectations in listening and speaking, reading, literature, writing, and research, ranking them fourth in the nation. The fourth annual American Federation of Teachers report, *Making Standards Matter*, praised Arizona's Standards for being "clear and specific about the content and skills all students are expected to learn."

Because the Standards are considered to be living documents, they are revisited for review and refinement every five to seven years. Plans are in place to review the Reading and Math Standards this summer (2002). At this review, committees will determine to what degree the current K-3 Reading Standards explicitly align with scientific research and will articulate benchmarks at each grade at the Foundations Level (currently a K-3 span, with a 3rd grade benchmark).

Arizona Student Assessment Program

In addition to the State Standards, legislation established a state assessment program as a means to measure student progress in meeting the State Standards. The State administers Arizona's Instrument to Measure Standards (AIMS), a criterion referenced test, in reading, writing, and mathematics in the benchmark grades three, five and eight, and in high school. The State also administers Stanford Achievement Test, Ninth Edition (SAT 9), a norm-referenced test, in Reading, Language Arts and Mathematics in grades two through eleven. The assessment program was designed to result in a school profile, which could be used to target schools needing intensified assistance and support. Schools are also required to report assessment results to the

Arizona Department of Education (ADE), parents, and the general public in an annual School Report Card.

Arizona School Accountability System: AZ LEARNS

In 2000, Arizona voters passed Proposition 301, which established a statewide comprehensive school accountability system, including teacher performance pay, funded with an increase in the State sales tax. The goals of AZ LEARNS align with federal Leave No Child Behind legislation. Through AZ LEARNS, all schools will be evaluated based on a combination of AIMS, SAT 9, and structured site visits. These three indicators allow for the collection of quantitative and qualitative data as well as the application of multiple measures in the evaluation of school performance. The indicators will provide the foundation for student assessment in the evaluation of Arizona's Reading First Initiative.

Targets will require schools to make meaningful progress on an annual basis. Schools will be classified based on a combination of the baseline data and whether the schools meet their targets. As defined in statute, every school identified as under-performing is required to conduct an internal evaluation/review and submit a School Improvement Plan that includes evidence of targeted school achievement goals with literacy a primary indicator of school performance. An implementation plan to address targeted achievement goals must be submitted to ADE that includes a plan for focused curriculum and instruction, prioritized allocation of resources, increased parental and community support, and extensive teacher training. Swift and severe action will be taken with schools that fail to submit and implement a School Improvement Plan.

A School Leadership Initiative has been created through Arizona LEARNS to support the accountability program. The School Leadership Initiative:

- Immediately enlists School Solutions Teams (including Emergency Solutions Teams) to develop and test improvement strategies that work on behalf of students. Solutions Teams have the power to review academic and financial policies at Arizona schools. They will offer support and assistance to schools in designing and developing a targeted school improvement plan. Solutions team members will have expertise in reading research to provide assistance to schools in designing needed improvements in instruction.

- Institutes Governing Board Academies to train local board members in developing school improvement plans with special emphasis on the process of curriculum review in reading, writing, and math.

- Empowers parents through the Student Accountability Information System (SAIS). SAIS will offer families access to unprecedented interactive achievement data that will allow them to take action on behalf of their students. SAIS is described later in this section.

Arizona Reading Initiatives

AZ READS

For the first time, Arizona has in place a Reading Initiative that can mobilize state leadership to prioritize reading in its school reform agenda. ADE is implementing this initiative with a strong and consistent message promoting purposeful accountability measures, the school-wide implementation of effective school improvement processes to target reading, and instructional programs and strategies that are grounded in scientific evidence of best practices in teaching reading. The goal of AZ READS -- that children will learn to read proficiently by the end of 3rd grade -- is aligned with Reading First, and its methodology mirrors that of Reading First. The framework of AZ READS, provided on the next page, was developed as a result of the following initial actions by ADE:

1. Superintendent Molera appointed a Director of AZ READS to coordinate the State effort and restructured the ADE to form an AZ READS team made up of all Directors within ADE who work on reading achievement including: Title I, Special Education, English Language Learners (ELLs), and Early Childhood, and Adult and Family Literacy to collaborate and avoid duplication of efforts. This team has reviewed and analyzed existing funding sources and examined ways to leverage and maximize resources targeted for reading.

2. Developed a statewide professional development plan for K-3 teachers provided by ADE and targeted existing legislative appropriations for this purpose to be offered through Regional Support Centers in every county in the State. Arizona has consulted with national reading researcher, Louisa Moats, reviewed existing professional development programs in several states, and examined programs offered by service providers to develop a professional development framework that reflects practices shown to be effective and outlined in *Teaching Reading Is Rocket Science: What Expert Teachers Should Know and Be Able to Do* and *Every Child a Reader: A Professional Development Guide.* This training will form the foundation of all state and federally funded professional development in reading for the mainstream classroom, Title I teachers and paraprofessionals, special education, early childhood education, ELLs, and adult and family literacy programs to ensure consistency and continuity.

3. Held the first annual Arizona Literacy Conference in December 2001 with Dr. Steven Stahl, Co-Director of the Center for the Improvement of Early Reading Achievement (CIERA), and Dr. Paul Worthington of Lindemood-Bell as keynote speakers.

4. Distributed and promoted the examination of scientifically-based reading research consensus documents (The Report of the National Reading Panel, *Put Reading First, the Building Blocks of Reading*) to educators and parents throughout the State.

5. Established coalitions with business and community leaders to focus on reading through collaboration.

AZ READS is diagrammed on the next page. Furthermore, the acronym is clarified.

Readiness

Objective: Ensure that all children will start school ready to learn to read.

- Work with parents to provide the foundation for literacy development at home.
- Provide access to preschool programs that promote language and literacy growth and that address a variety of skills that have been identified as predictors of later readiness achievement.
- Develop indicators to determine Arizona children's readiness for success in school and establish a state board to collaborate on early childhood policy issues.
- Arizona Early Childhood Standards, statewide cross-disciplinary team of early childhood professionals has developed standards including language development.

Early Diagnosis and Intervention

Objective: Prevent reading difficulties through early screening, ongoing diagnostic assessment, and progress monitoring, and design customized, intensive intervention based on that information.

- Establish criteria to evaluate and select developmentally appropriate diagnostic assessments; provide state-sponsored professional development training to teachers to evaluate, select and use developmentally appropriate diagnostic assessment instruments and ongoing progress monitoring using classroom based assessments.
- Examine effective strategies to intervene when reading difficulties first appear and provide more intensive intervention when difficulties develop into problems. Define and design intervention strategies, based on diagnostic information and progress monitoring, that are customized to address student need.

Accountability

Objective: Hold ourselves accountable for student progress in reading achievement.

- Through AZ LEARNS, the State accountability system, prioritize reading achievement in every school improvement plan and the teaching of reading in every school professional development plan using student data to monitor progress and evaluate efforts to improve.
- Use data to evaluate our efforts to sustain what is working, and change what is not.

Development of Expert Teachers

Objective: Ensure that every K-3 teacher is an expert in teaching reading.

- Establish criteria to evaluate sound curricula, instructional materials and practices that are standards-driven and scientifically research-based, so that teachers can make informed decisions regarding instruction.
- Provide state sponsored professional development to review scientifically-based reading research and examine its implications for classroom practice.

Support

Objective: Invite all stakeholders to support and promote literacy in a community effort.

- Align and coordinate existing and new funding sources to maximize their impact.
- Identify community leaders who can impact change.
- Raise awareness of the issues so that we remain focused on our goal.

New K-3 Reading Legislation

Shortly after launching AZ READS, ADE conducted a review and analysis of existing reading legislation. Fragmented and scattered throughout Title XV, numerous statutes added over time presented inconsistent policy regarding reading. The language was vague and general in some places, and overly specific in others. ADE drafted new legislation, providing a cohesive policy reflecting scientific research and establishing accountability measures for reading at the student, school, and district level that align with AZ LEARNS and the federal Leave No Child Behind legislation. House Bill 2465 passed in April 2002, receiving strong bipartisan support as well as endorsements from the Arizona Education Association, the Arizona School Boards Association, the Arizona Association of School Administrators, and the business community. This legislation will be discussed in further detail in a later section.

Title I Reading

In Arizona, there are 414 LEAs receiving Title I allocations. An estimated 1,104 schools participate in Title I programs, representing 74 percent of the schools in Arizona. In response to Title I federal guidelines for accountability, ADE has implemented a School Improvement process that is in its second year. It identifies schools that are under-performing based on student reading and math achievement and specifies a process for a School Improvement Plan as defined by federal law. Currently, 200 schools and 102 LEAs are in the school improvement process.

After designing and developing a School Improvement Plan submitted to and approved by the ADE, school teams are provided mandatory training at Title I K-3 and 4-12 Literacy Conferences to raise awareness of scientifically-based reading research. These conferences, presented several times throughout the year, are sponsored by ADE in partnership with WestEd, the Western Regional Research Laboratory. General sessions address the work of the National Reading Panel, while specific breakout sessions are offered on phonemic awareness, phonics, fluency, vocabulary, writing, and comprehension. These sessions focus on the unique challenges of at- risk populations and school change. In addition, Principals' Literacy Alliances are offered to increase principals' knowledge of reading instruction, data-driven decision making, and address the critical role of leadership in implementing effective reading programs.

Title II

Arizona receives Title II funding for teacher and principal training and recruiting. Schools will be expected to use Title II funding to pay for teacher and principal professional development and technical assistance, if reading is a School Improvement goal.

Early Childhood Initiatives

"Reducing the number of children who enter school with inadequate literacy-related knowledge and skill is an important primary step toward preventing reading difficulties" (National Research Council, 1998). Arizona recognizes that all children, especially those at risk for reading difficulties, should have access to early childhood environments that promote language and

literacy growth and that address a variety of skills that have been identified as predictors of later reading readiness and reading achievement. The initiatives include the following;

1. The School Readiness Indicators Initiative – This is an alliance of fourteen state teams committed to work individually and together to develop a comprehensive set of child outcome indicators to monitor school readiness. The goal is to target the early at-risk conditions that create stumbling blocks in learning to read. These indicators can serve to build a change agenda in Arizona and local communities. Superintendent Molera is the Arizona state chair and has assembled a team representing state agencies and organizations, such as Children's Action Alliance, which is committed to early childhood issues.

2. Arizona State Board on School Readiness -- This interagency advisory board is being created to coordinate state agency efforts to provide quality and efficient early care and education programs to improve a system that is currently fragmented. Comprised of ADE, Arizona Department of Economic Security, and Arizona Department of Health Services, the Board will monitor child-specific indicators of school readiness, monitor and coordinate each agency's activities pertaining to achievement of goals, and make recommendations for policy changes that will improve the ability of Arizona children to start school ready to learn. A primary focus of this Board will be to address issues that prevent or hinder early language and literacy development. This is the first interagency program in the State, and it is anticipated that other Departments will be integrated in the Board in future years.

3. Early Childhood Block Grant -- This is a state-funded grant program promoting school readiness and school achievement. The program accomplishes its goal by providing funding for high quality preschool programs for at-risk children. A new focus of the Block Grant process is quality early literacy programs.

4. Arizona Early Childhood Standards –A statewide, multidisciplinary team of early childhood professionals has developed standards including language development. These Standards will provide a framework for all state funded preschool programs.

5. Head Start Programs – In Arizona, these programs are administered through the Governor's Office. They have made literacy development a priority focus.

Adult and Family Literacy

The adult and family literacy programs in Arizona link directly with the Reading First programming planned by ADE. Summaries of the efforts are offered on the next page.

<u>Adult Literacy</u>

Intergenerational studies have shown the strong correlation between the literacy levels of parents and their children (*Reading Literacy in the United States: Findings from the IEA Reading Literacy Study*, USDOE-OERI, NCES 96-258, 1996). Adult education will benefit the children served by Arizona READS by enabling the parent to serve as a teacher to the child, introducing

literature into the home, increasing the likelihood of parental involvement in the school, and by reinforcing the value of education within the home.

Arizona's Adult Education will play an important supporting role in the Reading First program. ADE and Arizona's Adult Education recognize that making a significant impact on literacy involves not only improving reading education for children, but for their parents as well.

Family Literacy

The State of Arizona has over ten years of experience delivering quality family literacy services. One of only thirteen states with a state-funded Family Literacy initiative, the family literacy staff and programs are recognized nationally as leaders in the field. An increasing variety of programs and funding sources now provide direct service and support to parents and children as well as training and technical assistance for the Family Literacy staff. Over thirty Family Literacy programs are provided by school districts, state/federal agencies, and community-based organizations throughout Arizona.

ADE has been awarded a federal grant to fund an Arizona Even Start Statewide Family Literacy Initiative**,** which provides the coordinating structure necessary to take advantage of the quality practices, training, and collaborations operating in isolation throughout the State to expand and strengthen Family Literacy Standards for Parent and Child Together and parenting education.

Special Education Reading Initiatives

Many of the activities of Special Education programs center around the early identification of students who are at risk, targeting early intervention strategies and parental involvement (e.g., Child Find, the Parent Information Network, and Parents are Liaisons to Schools). In addition, Arizona has applied for a State Improvement Grant, under IDEA, with a well-articulated literacy goal. This grant will provide for early screening, identification, and intervention for at-risk preschool children with extensive professional development and follow-through up to and including 3rd grade. This ensures a seamless transition from preschool to Kindergarten with a head start on intervention.

Arizona Writing Initiative

In 1998, the Arizona State Board of Education adopted an analytic (six trait / six point) rubric to assess the writing portion of AIMS. Subsequently, the ADE launched a four-year statewide professional development program -- including regional training of trainers and on-site workshops -- to train teachers on analytic assessment and instruction using the Northwest Regional Lab's Six Trait Writing model. Establishing the strong link between reading and writing and a common language and methodology to examine student work from Kindergarten to 12th grade, this training helped teachers analyze student writing to make instructional decisions. Over 20,000 people have been trained in this model in Arizona to date.

Other Capacity Building Initiatives

Regional Support Centers

Recently, the fifteen County School Superintendents and ADE entered into a partnership to establish Regional Support Centers to provide support and assistance to local education agencies in the implementation of Arizona's Academic Standards, AZ LEARNS, and AZ READS. This partnership will enable ADE to provide services that are equitable and accessible to all districts in the State. The Regional Support Centers will be operational for the 2002-2003 school year and will begin work with the State reading initiative and Reading First activities as their primary focus in both professional development and technical assistance. The Regional Support Centers are described in a later section of this grant application.

The Arizona K-12 Center

Two years ago, the Legislature appropriated $1,000,000 to establish a clearinghouse for best practices in implementing State Standards. As a result of the allocation, the Arizona K-12 Center was born. The Center is a collaborative effort of the three state universities, Northern Arizona University, Arizona State University, and University of Arizona. Guided by the ten Principles of High-Quality Professional Development (U.S. Department of Education, 1995), the Center offers links to 1) reviews of educational programs and practices that are research based, 2) recognition programs of successful projects and educators in Arizona, and 3) Arizona K-12 Best Practices Recognition Programs. The clearinghouse provides interactive lessons and information to teachers in a non-threatening and confidential manner.

In addition, the Center received a $10,000,000 Leadership in Technology Grant from the Bill and Linda Gates Foundation to provide technology training to educational leaders in the State. The Center has trained hundreds of administrators in its first year to use data to drive decision-making. The Center also generates periodic Requests for Proposals (RFPs) for professional development and training, funding opportunities for schools, and best practice data bases; all proposals funded are based on scientific research. The Center has funded 53 professional development projects in 10 of the 15 counties in Arizona. The K-12 Center has already prioritized AZ READS in its grant and best practices activities and aligned those activities with the Initiative efforts.

Technology Initiatives: SAIS, ASSET, and the School Facilities Board

The School Facilities Board, the Student Accountability Information System (SAIS) and the Arizona School Service through Educational Technology (ASSET) programs coincide to build the State's technology infrastructure.

SAIS

SAIS is the State adopted data base system to track students at the student level. For the first time, ADE will have the capacity to track students in the State with a unique identification number that will provide access to the students' achievement records. This allows the State to

follow student progress regardless of mobility. ADE will be in a position to gather data on students that is currently inaccessible and unattainable. This expanded ability to track student progress within the State has long-range implications to monitor student growth over time. Regional Technology Centers have been established throughout the State to provide the technical assistance to districts and charter schools to use this system.

The School Facilities Board

The School Facilities Board is equalizing the availability of technology by providing Internet access to all schools in Arizona. The Board is utilizing a three-pronged approach to accomplish its goals:

1. In 2000-2001, the Board established an 8:1 ratio of students to computers in each public school. Schools reporting worse ratios received state funding to meet the Boards goals.

2. In 2001, the Board focused on making sure all schools had connectivity lines and wiring to enable every school to have access to the Internet. Qwest contributed 100 million dollars for this activity.

3. The Board is currently providing schools with free emails and curriculum and educational software. The basic package is available to students, teachers, and parents. There is also a premium package that schools can purchase. This part of the Initiative will be in place by the beginning of the school year in 2002-2003.

ASSET

The Arizona School Service through Educational Technology (ASSET) program provides content capabilities for Arizona schools connected through the State's Internet server, which will be accessible to all schools in Arizona through the work of the School Facilities Board, described above. Within ASSET is a national, on-line professional development portal for teachers and administrators. The system – entitled MyCompass - provides resources to evaluate and enhance technology integration skills. MyCompass can be adapted to provide on-line monitoring of teacher knowledge as a result of professional development training, with interactive feedback for teachers. On-line and interactive workshops are identified to improve the skills of the teacher. For administrators, MyCompass offers a means to gather baseline data regarding competencies of teachers and impact of professional development activities. Data can be aggregated by school, by district, and in multiple teaching categories.

There are other on-line and interactive professional development programs in the nation that are viable systems for delivery of content and teacher assessment. ADE will require bids through a Request for Proposals (RFP) process, in accordance with the State Procurement process. However, ASSET's MyCompass demonstrates the capacity of the State to provide such programming.

Reading Excellence Act

Because Arizona does not receive Reading Excellence Act (REA) funds, the State will not need to align or transition current REA activities with its Reading First activities.

Identified Gaps

There are four critical gaps in Arizona impacting reading achievement. These are summarized in the next few pages.

The Gap between the Advantaged and Disadvantaged (#1)

The contrasts and diversity of Arizona's geography and population are at the heart of the need for a Reading First grant. While there are three large urban hubs in Arizona (Flagstaff in the northern Coconino County, Phoenix in the central Maricopa County, and Tucson in the southern Pima County), the remaining twelve counties are primarily rural and some are remote and isolated. There are 143,280 children served by ADE who reside in communities considered to be rural, equating to 16 percent of students enrolled in school**.**

Of the 21 tribal groups in Arizona, 15 live in extremely remote areas. For example, the population of Apache County is dispersed, with 5.9 persons per square mile, compared to 43.4 persons per mile in Arizona, as reported by Arizona Department of Health Services (ADHS, 2000). Apache County is home to the largest Native American population (77 percent) in the nation, according to the Census (1994, which is the most current, relevant source available for this data). Approximately 25 percent of the Native Americans in the State reside on tribal lands in Apache County. An estimated 78 percent of the tribal residents do not have phones, and more than one-third have less than a 9th grade education, compared to 9 percent of the State overall. (ADHS, 2000). Nearly 80 percent of the Navajos fall below the 200 percent poverty level, and more than one-third are single parent families (ADHS, 2000). Like other parts of Arizona, Apache County is rich in terms of legacy, but nearly paralyzed by unrelenting destitution.

The State continues to experience burgeoning population growth. Arizona observed a 40 percent growth in population between 1990 and 2000, from 3,665,228 to 5,130,632 (2000 Census); Arizona encountered the second highest rate of growth in the nation during this ten-year period, second only to Nevada. Between 1990 and 2000, the population of youth, age 19 and younger, grew from 1,475,579 to 1,518,188. Over one-fourth of the inhabitants are Hispanic, while Native Americans comprise another five percent of the population. More than 32,000 migrant workers and their families also reside in Arizona.

Arizona ranks 6th nationally in terms of the percent of Hispanics that make up its population. (Hispanic Outlook, 2001). Today, nearly 37 percent of the youth in Arizona are Hispanic (2000 Census). With immigration and high birth rates, the population of Hispanics grew by 88 percent between 1990 and 2000 (2000 Census).

Children just learning to speak English are among the most needy and difficult to reach. While there is a lack of consensus about reasons for reading difficulties among non-English speaking

children in the nation – whether it is cultural differences between schools and students/families, motivational problems, low educational aspirations, or the more recent reasonings of ecocultural disparities (a lack of balance in ecology, culture, and family abilities and needs in the organization of daily routines) – it is clear there are complex issues affecting ELL students (Au, 1997; Arzubiaga et al., 2000; Faulstick-Orellana Et al., 1998; Gallimore, et al., 1989; Goldenberg and Gallimore, 1995; Jacob and Jordan, 1987; Monkman et al., 1999; Ogbu, 1974 and 1982; Reese et. al., 1995; and Tharp, 1989). Hispanics are particularly at risk for reading problems, appearing early and continuing throughout school careers (Kao and Tienda, 1995). Even dialect differences between the teacher or classroom pronunciations of words may pose risks for reading difficulties in Hispanics (National Reading Council, 1998). Today, 151,273 of the 893,446 students served by ADE – or nearly 17 percent – are ELLs. Arizona ranks 6th in the nation in ELL enrollment (Intercultural Development Research Association, 2001).

Despite the popular perception of Arizona as an affluent resort destination, the State has a high level of child and adult poverty. This has dramatic repercussions for Arizona. "Regardless of the specific explanation, differences in literacy achievement among children as a result of socioeconomic status are pronounced" (National Reading Council, 1998). An estimated 23 percent of Arizona's children live at or below the national poverty level.

Parents can display risk factors that are detrimental to the constructive maturation, healthy quality of life, and educational achievement of their children. It is alarming that 31 percent of adults in the state have less than a 12th grade education, 22 percent live in poverty, and 9 percent are unemployed. These statistics provide evidence that many parents do not have the skills to help their children succeed in school. There is a clear relationship between the literacy activity in the homes of children and later achievement in school. Children in homes with low levels of vocabulary usage, simple language structures, and other literacy activities between birth and age three are more likely to be at low levels of academic performance at age ten (Walker, et al.). According to Hess and Holloway (1984), family factors affecting reading include 1) value placed on literacy, 2) press for achievement, 3) availability and instrumental use of reading materials, 4) reading with children, and 5) opportunities for verbal interaction. The table below exhibits some alarming family trends in Arizona, compared to the nation.

Arizona Trends

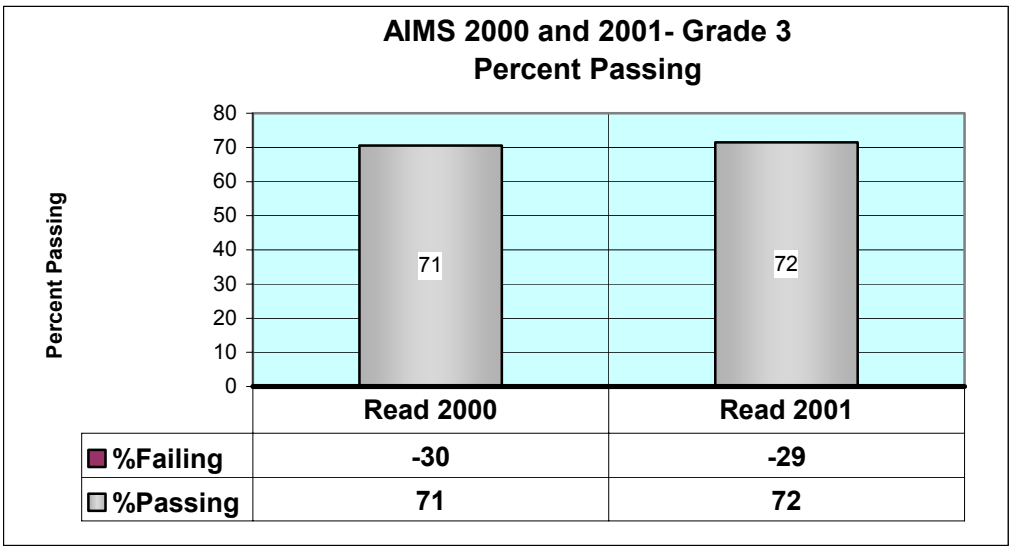
Indicator	Arizona Ranking
Children Living in Families where No Parent has Full-Time, Year-Round Employment	37th
Children Living in High-Risk Families	38th
Children Living in Poverty	45th
Children Living with a Household Head who is a High School Dropout	46th
Children who have Difficulty Speaking English (ages 5-17)	47th
Teens not Attending School and Not Working	49th
Teen Pregnancy Rate	49th
Teens who are High School Dropouts	50th

Source: Children At Risk (State Trends 1990-2000), 2002, and Child Trends, *2001 Facts at a Glance,* Table 2.

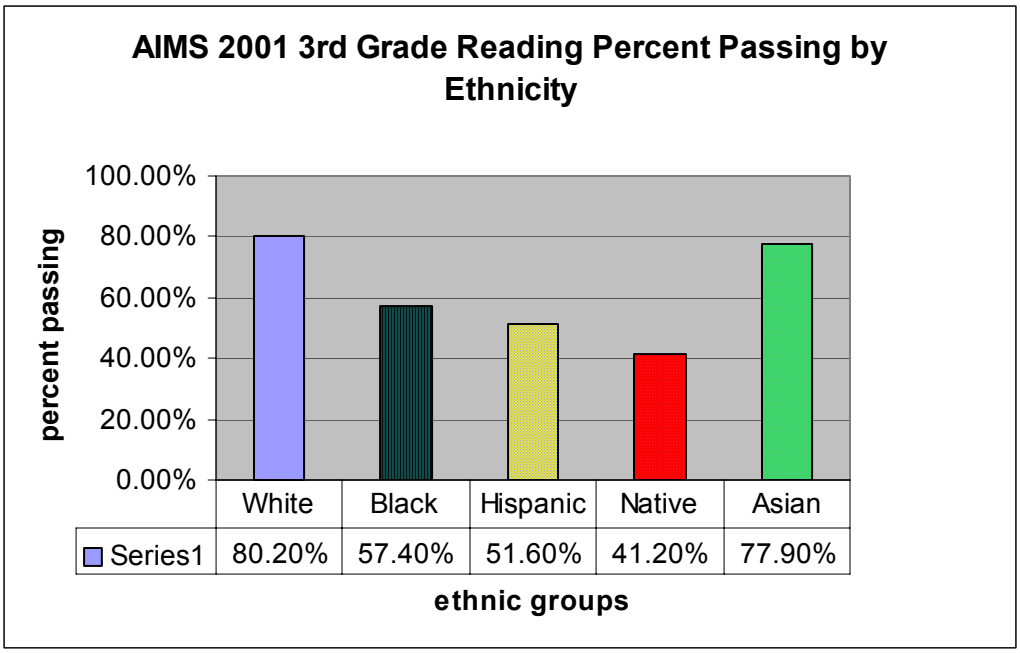
The Literacy Gap (#2)

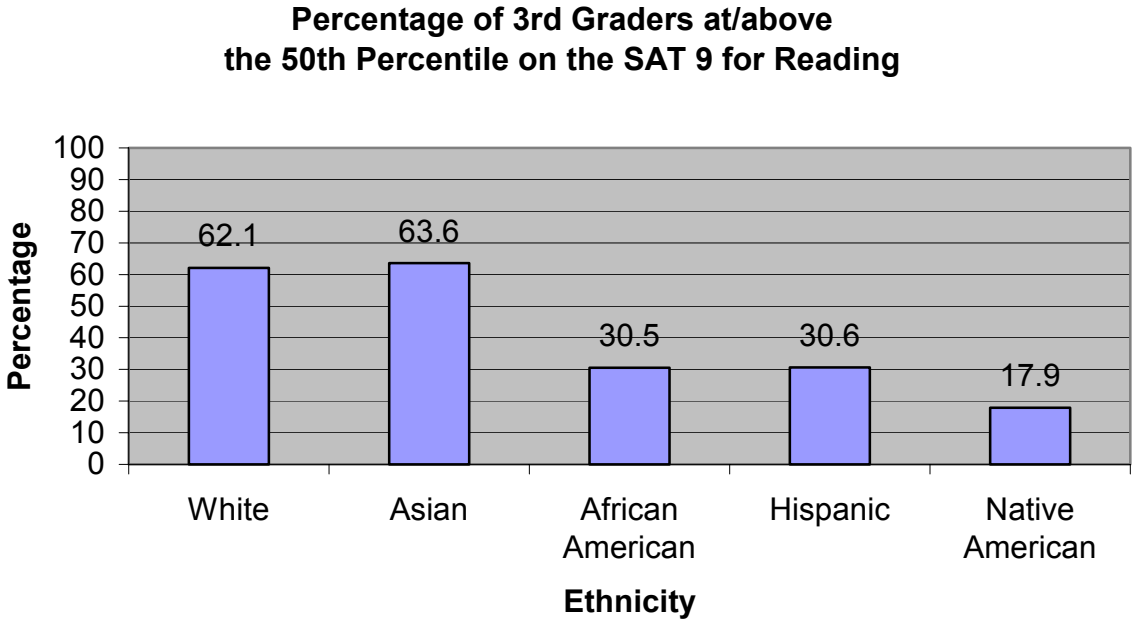
Early Reading Achievement in Arizona and its Implications

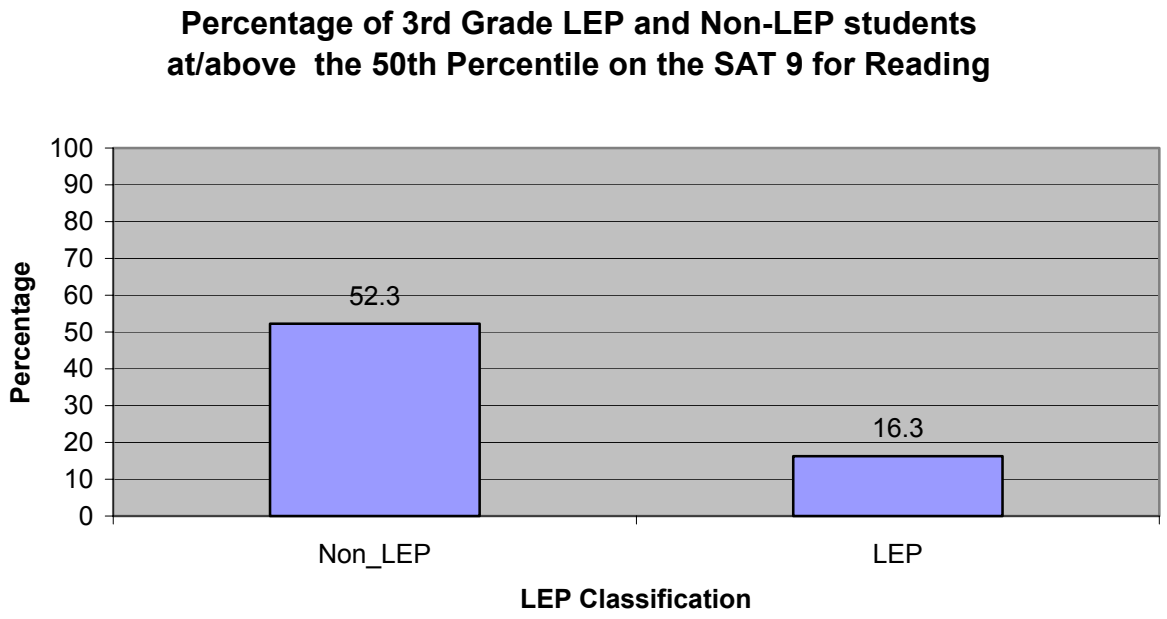
Arizona's young children are not faring well in reading achievement, as demonstrated by the following evidence. There is a dramatic literacy gap, or as E. D. Hirsch prefers to call it, "a language gap." Large numbers of children in urban and rural high poverty areas are at risk of learning to read. Many are minority children faced with language and cultural barriers. Historically, expectations for these students have been low. Schools serving these students have often been resistant to change. Plagued with high turnover in leadership and teaching staff, effective change, when it is implemented, is difficult to sustain. Recruitment and retention of high quality teaching staff is a challenge. Access to resources is often limited due to remote and isolated rural settings. Results from Stanford 9 (spring 2001) reveal that 25 percent of 3rd graders are performing at the lowest achievement level in reading; data from AIMS supports these results: 28.5 percent of 3rd grade students did not "meet the standard" in reading.



Although difficulties in learning to read can and do occur across every group of students regardless of ethnic or socio-economic status, it is understood that reading difficulties among minority and low socio-economic groups is particularly acute. Student achievement data in Arizona reflects the national trend; there is a disturbing gap between Anglo populations and their minority group peers as well as those of high and low socio-economic status. Students whose primary language is not English are disproportionately represented in the population of 3rd graders performing at the lowest achievement level in reading both on AIMS and Stanford 9. Data disaggregated by subgroups is displayed in graphs on the next two pages.


AIMS 2001 3rd Grade Reading Percent Passing by Ethnicity
percent passing
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
White
Black
Hispanic
Native
Asian
Series1
80.20%
57.40%
51.60%
41.20%
77.90%
ethnic groups


Percentage of 3rd Graders at/above the 50th Percentile on the SAT 9 for Reading
Percentage
100
90
80
70
60
50
40
30
20
10
0
62.1
63.6
30.5
30.6
17.9
White
Asian
African American
Hispanic
Native American
Ethnicity



NAEP

In the most recent NAEP assessment (1998), 47 percent of Arizona 4th graders scored below the basic level, 31 percent at the basic level, and only 17 percent at the level considered to be proficient. This compares to the national average of 38 percent below basic, 32 percent at the basic level, and 27 percent at the proficient level. As an indicator of performance of students at or near the poverty line, NAEP uses federal free/reduced lunch eligibility. Eligible students in Arizona had an average reading scale score of 188, lower than that of similar 4th graders in the nation (198), and lower than the scale score of 222 for Arizona students not eligible. Only 9 percent of students in Arizona eligible for free and reduced lunch performed at or above the proficient level, compared to 33 percent who were not eligible.

Early Reading Achievement and Later Academic Success

The link between reading achievement in early elementary grades and later academic success has been documented as early as the late 60's and early 70's (Bloom and Lloyd, 1978). Research has shown that school graduation and school dropout can be predicted based on characteristics exhibited in the 3rd grade. Of these, reading achievement is one of the most predictive (Lloyd, 1978). "One of the most compelling findings from recent reading research is that children who get off to a poor start in reading rarely catch up" (Torgeson, 1998). The poor reader in first grade continues to be a poor reader (Francis, Shaywitz, Stuebing, Shaywitz, and Fletcher, 1996; Torgeson and Burgess, 1998).

This research is consistent with available evidence in Arizona. Arizona currently has the highest dropout rate in the country according to the most recent findings. Overall, 11.1 percent of Arizona' s high school students drop out, but more alarming is the minority drop out rate.

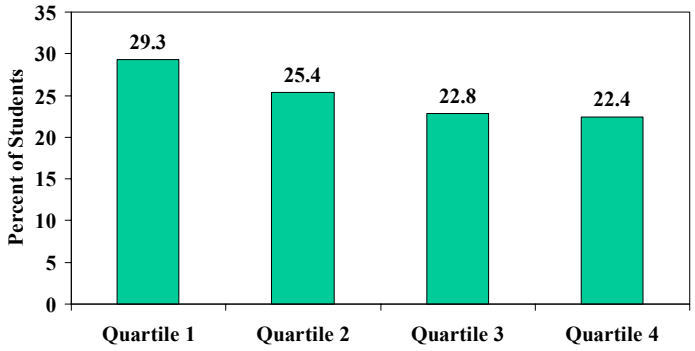
Arizona High School Dropout Rate by Ethnicity

Category	Rate
Overall	11.1%
Hispanic	15.4%
Native American	16.8%

Based on an analysis of student level Stanford 9 data for the 1997-2001 academic years, conducted by the Research and Policy Division at ADE, it is clear that students who do not master early reading skills by the third grade remain in the lowest achievement levels in later years.

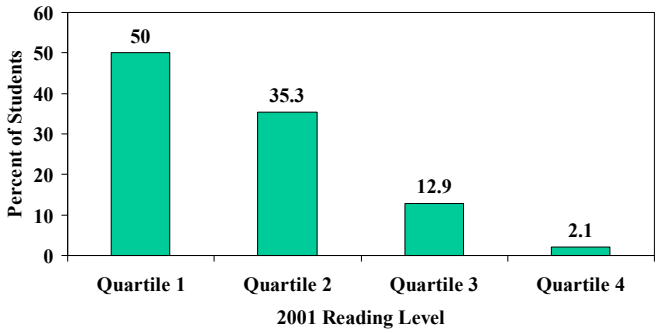
The reading achievement of 3rd grade students in 1997 is depicted in the graph below. Students are divided into quartiles based on their SAT9 reading scores. Quartile 1 is the lowest achieving group and Quartile 4 is the highest achieving group. Quartiles 1 and 2 represent achievement below the national average, while Quartiles 3 and 4 represent achievement above the national average.

Reading Achievement of 3rd Graders by Quartile, 1997



Most students (85.3%) who are at the lowest achieving quartile by the end of 3rd grade will continue to read below grade level, even after 4 years. Half remain in the lowest reading quartile—most at risk for continued school failure and dropping out. The exhibit on the next page demonstrates this.

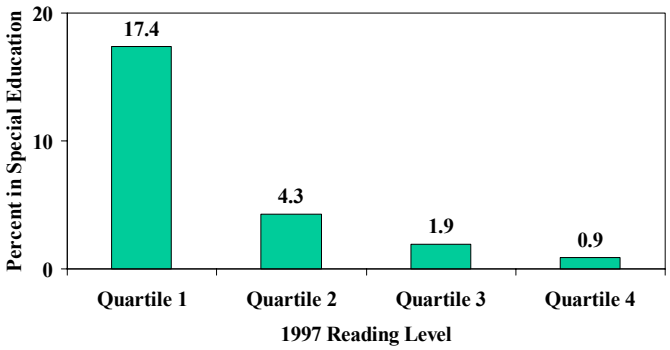
Reading Achievement in 2001 for students who were in Quartile 1 in 1997



The students in the analysis who remain in Quartile 1 throughout their elementary school years (4,443) represent 11 percent of those students that were matched across all 5 years (40,593), a number that echoes the Arizona annual dropout rate of 11 percent.

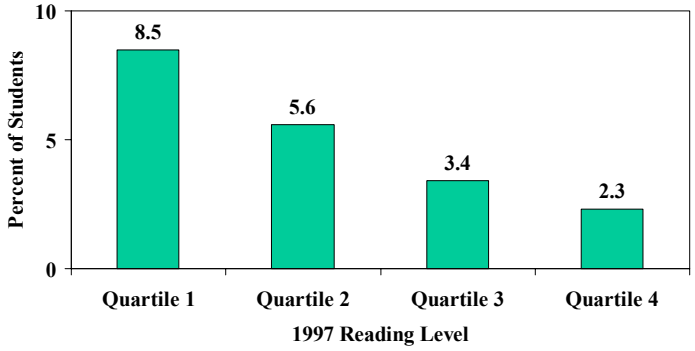
Often, reading difficulties are misdiagnosed as learning disabilities, leading to referrals and classification of students as having learning disabilities (Council for Exceptional Children, 1997). It is estimated that 75 – 80 percent of children referred to special education have reading or language disorders; 85 percent of documented learning-disabled children have reading and writing disabilities. Arizona students who have difficulty reading at an early age are more likely to be referred to and classified as having learning disabilities. Below is a graph that illustrates the disproportionate number of students who have difficulty reading in 3rd grade and who are classified as Special Education students at some point during the next four years. None of these students were classified as Special Education students when they tested in 3rd grade.

Students classified as Special Education by Reading Achievement, 1997



Whether students are absent because they have low reading abilities or whether they have low reading abilities because they are absent is not as important as the cyclical nature of the phenomena. This negative cycle of school failure and withdrawal from school is ultimately what leads students to drop out of school. The graph on the next page shows the percent of students who are absent at least 5 days in a month by their reading achievement in 3rd grade.

Students who are absent 5 days or more a month in 2001, by Reading Achievement in 1997



Difficulty reading at an early age is often accompanied by confounding risk factors to dropping out of school. Students who do not read at grade level by the 3rd grade are more likely to be referred to Special Education, more likely to have increased absenteeism and more likely to continue to struggle with reading. All of these factors work against a student's chances of staying in school.

The Gap Between Reading Research and Instructional Practice (#3)

Although early intervention is essential in preventing reading difficulties, many general education teachers are not prepared adequately for this task (Lyon, 1999; Lyons and Moats, 1997, Moats, 1994; National Reading Panel, 2000; Snow, et. al., 1998; Troyer and Yopp, 1990). To teach reading to children at risk for reading failure as well as to those with learning disabilities, teachers need to possess positive perceptions regarding the role of systematic and explicit instruction and knowledge of language structure (Mather, Bos, and Babur, 2001). Furthermore, they need to have an awareness of language elements, how these are represented in writing, knowledge of the alphabetic principle, how the English language is constructed, and how speech sounds relate to print (Moats, 1994).

Project Reading Instructional Methods of Efficacy (RIME)

In a study conducted at the University of Arizona in Tucson – which was part of a larger federally funded project -- Project RIME Bos, et al, 1999, examined the perceptions and knowledge of early literacy instruction of general educators at two professional levels (preservice and inservice (Mather, Bos, and Babur, 2001). Project RIME researchers investigated whether general education teachers were familiar with recent research findings that underscore the importance of systematic and explicit instruction and knowledgeable about applying this research, and if perceptions about early reading instruction and knowledge of language structure would differ as a result of teaching experience. Data were collected on two measures, a perception survey and a knowledge assessment. Although the inservice teachers possessed significantly more knowledge than the preservice teachers, results suggest that both groups had insufficient knowledge about overall concepts of English language structure and of phonics terminology. For example, only 2 percent of the preservice group and 19 percent of the inservice

group could successfully identify phonemes in the word "box." About half of the preservice group had difficulty reversing phonemes in a given word to form a new word.

As noted by McCutchen (et al.,1990), this conscious dissociation of sounds from knowledge is critical if teachers are to understand how children think about sounds and words before they learn to read and spell. Neither inexperienced or experienced teachers understood the importance of the alphabetic principle in accurate word recognition or the fact that proficient readers coordinate the use of various strategies to aid in word identification and do not guess at words (Ehri, 1998; Pressley, 1998). However, 97 percent of preservice and 100 percent of inservice teachers believed that K-2nd teachers should know how to teach phonological awareness and phonics. The results clearly show a disparity between teachers' beliefs that they should know how to teach this and their level of preparation for this task.

The researchers concluded teachers' current levels of knowledge of spoken and written language structure are insufficient for addressing the needs of children with difficulties in learning to read. "Our results reiterate conclusions drawn by Moats (1994); many teachers have an insufficient grasp of spoken and written language structure and would be unable to teach reading explicitly to children who struggle" (Mather et. al., 2001). Additionally, they reported that teachers perceive themselves as only somewhat prepared to teach early reading to struggling readers. They reported numerous preservice teachers expressed concern that they did not have the knowledge and skills needed to be effective with developing readers. Two student teacher participant comments reflect their frustration: "I feel like I should know these things, but I don't," and, "This was not part of our coursework. Are we supposed to know these concepts?" The researchers also concluded that the major advances in understanding the cognitive bases for reading difficulty have not had a significant impact on teacher preparation. Although this study reflects one group of teachers in one geographic region of Arizona, the findings are consistent with those of others who have surveyed practicing teachers in general and special education in particular (Lyon, 1999; Moats, 1994, Troyer and Yopp, 1990).

It is evident from this study Arizona inservice teachers are only slightly more informed about teaching reading than their new teacher counterparts. This may be a reflection of the lack of exposure to a comprehensive knowledge base of reading instruction and/or an historic emphasis on whole language approaches to teaching reading in university teacher preparation programs. Currently, only one course in reading is required for an elementary certificate.

K-3 Reading Professional Development Needs Assessment

In April of 2002, RMC Research Associates, Inc. conducted a K-3 reading professional development needs assessment for ADE. The needs assessment had two parts: the first was a series of focus groups; the second was a survey of K-3 teachers.

Focus Groups -- Two focus groups were conducted in Flagstaff, three in Yuma, and five in Phoenix, with key stakeholders such as administrators, teachers, parents, and faculty from institutions of higher education. Topics discussed are listed here followed by a summary of the results.

1. Types of reading instruction currently provided for K-3 children, and respondents' general reaction to that instruction;
2. Types of screening, diagnosis and/or classroom-based reading assessments currently in use;
3. Intervention strategies for struggling readers;
4. Challenges or obstacles associated with teaching children to read; and
5. Professional development, both currently available and desired.

Respondents reported their districts and schools use a variety of reading approaches, which reflects an ADE analysis of reading programs in the State. Respondents also described a wide variety of instructional strategies being used. Focus group respondents expressed mixed feelings about approaches to reading instruction currently in use. There was general dissatisfaction with the lack of consistency from class to class, school to school, and district to district. Several discussed the paucity of good teacher training available to help teachers improve reading instruction. Administrators discussed the seeming lack of understanding among teachers of the "system" of curriculum, instruction, and assessment. Several remarked that the teachers did not understand the standards. Most expressed some dissatisfaction with the overall reading approaches in use.

Respondents indicated that assessments are plentiful, but used for end-of-year assessments only. Many new teachers did not know how to use them.

All groups strongly preferred sustained, intensive professional development. "Drive-by" (single workshop) approaches never work, according to these groups. Several groups mentioned the need for research-based approaches for the content of the professional development. One group strongly urged that the five components of an effective reading program (phonemic awareness, phonics, oral fluency, vocabulary, and comprehension), as specified by the National Reading Panel, be used as the basis for all professional development in reading instruction for K-3 teachers. In addition, several of the groups specifically said that coaching was "the most valuable" and that professional development should be embedded within the school day and not provided as an "add-on" after school. Several used the early release day approach and felt that this approach worked well.

K–3 Teacher Survey -- A survey was distributed to a sample of fifteen school districts of varying sizes and from various geographic regions of the State. About half (48 percent) of respondents taught in urban schools, 30 percent in suburban schools, and 21 percent in rural schools. Survey respondents were distributed evenly across Kindergarten, 1st, 2nd, and 3rd grades. Just over a third (35 percent) taught in grades K-3 for 5 or fewer years, 14 percent taught in grades K-3 for two or fewer years. Among the remaining teachers, 17 percent taught in grades K-3 for 6 to 9 years, 27 percent taught in grades K-3 for 10 to 19 years, and 28 percent taught K-3 for 20-29 years. Three percent of respondents taught for more than 30 years.

In assessing their preparedness to teach reading as a first year teachers, 16 percent "very well prepared," 58 percent felt "somewhat prepared," and 26 percent "felt not very well prepared at all." When asked to identify the types of professional development available to them, most teachers (84 percent) indicated they were offered short term workshops lasting one to three hours. In responding to questions about instructional strategies and their need for professional development, more than one-half identified phoneme awareness and comprehension as two areas of "some" or "great" need for professional development. Sixty percent reported rarely or occasionally meeting with teachers in their same grade level. Over sixty percent reported rare or occasional engagement in using student diagnostic assessments to guide instruction, using computers to enhance reading instruction, or reading about research on best practice. Teacher identified areas of "some need" and "great need" were: reading about research on best practice, using student diagnostic assessment to guide instruction, teaching spelling in a systematic way, and meeting with teachers in the same grade level on a consistent basis to discuss instruction.

The Gap Between State Goals and The Resources to Implement Them (#4)

Arizona has a history of limited or insufficient funding of schools compared to other states and compared to its stated expectations for its schools. Several legislative actions have mandated school policy or programs with limited or no additional appropriations of funding to implement them. Quality Counts 2002, an analysis conducted and published by *Education Week*, rated Arizona an F in adequate resources allocated to accomplish its goals, and the State ranked 49th in per pupil spending. NAEP (1999) gives Arizona a "D" in improving teacher quality. In a federal court action, Arizona was found to be negligent in providing adequate funding for English language learners. In addition, Arizona ranks 39th in the nation for teacher salary. This history has created not only a gap between the State's expectations of its schools and its available resources to support them, but also a frustration on the part of educators to commit to new initiatives without the legislative commitment to support them. Reading First funds, while not supplanting school fiscal efforts for school improvement, will provide the impetus to implement needed change at a faster rate.

Programmatic Needs

The conditions of poverty, language, and culture, either in remote rural settings or isolated urban areas, all contribute to the challenges Arizona faces in teaching its children to read. Many of Arizona's teachers are ill-equipped to address these challenges in effective ways. The State Legislature has a long history of insufficient allocations of funding and resources for Arizona's schools. Efforts to improve the reading achievement of Arizona students have been fragmented and limited in scope. ADE recognizes the need to expand and strengthen its leadership role in reading instruction both in depth and scope by providing a strong and consistent message regarding scientific research and its implications for the classroom. Broad-based efforts are needed to bring effective strategies for reading instruction into focus that are aligned with reading research, including analyses of research based reading programs and assessments. A critical review and revision of preservice, inservice, and certification programs and practices need to be prioritized. Although there is much that needs to be done, a framework is in place; an action plan has been developed and a strong commitment exists to implement the plan and

accomplish the work. The Arizona Reading Initiative and the infusion of Reading First funds with a targeted purpose have the potential to close existing gaps to form a cohesive statewide plan that can bring about systemic change.

B. State Outline and Rationale for Using Scientifically-Based Reading Research

This section outlines Arizona's plan to "put reading first" and will review the scientific research on which it is based. The section connects research to plans and activities for improving K-3 reading instruction.

The magnitude and complexity of the challenge to meet the goal to "read by three" will not be achieved with quick-fix gimmicks, trendy fads, or isolated pockets of success; it will be achieved with a persistent focus on our goal, a sound knowledge of research put into practice, a collaborative effort to maximize our resources, and a relentless determination to stay the course. The Arizona reading plan is based on what science reports about effective literacy instruction:

- **Learning to read is not a natural process; children must be taught to read.**

- **Children need explicit, systematic instruction in reading, especially those at risk for reading failure. Although children need instruction in phonics in early reading development, attention to meaning, comprehension strategies, language development, and writing are essential.**

- **All children need exposure to rich literature, both fiction and nonfiction.**

- **At all times, developing children's interest and pleasure in reading must be as much a focus as developing their reading skills.**

Scientifically-based reading research is research that applies rigorous systematic and objective procedures to obtain valid knowledge relevant to reading development, reading instruction, and reading difficulties. It includes research that employs systematic, empirical methods that draw on observation or experiment; involves rigorous data analysis that are adequate to test the stated hypotheses and justify the general conclusions drawn; relies on measurements or observational methods that provide valid data across evaluators and observers and across multiple measures and observations; has been accepted by a peer-reviewed journal or approved by a panel of independent experts through comparably rigorous, objective, and scientific review.

Scientific research has identified these essential components of reading instruction:

1. **Phonemic Awareness** – The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words. Phonemic awareness is the understanding that the sounds of spoken language are represented with letters in an alphabetic writing system and work together to make words.

2. **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.

3. **Vocabulary Development** – The development of stored information about the meanings and pronunciation of words necessary for communication including listening speaking, reading and writing vocabulary.

4. **Reading 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.

5. **Reading 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.

Four key events have converged and are aligned to frame the State's plan which is structured to apply to *all* schools and *all* children in Arizona, not just schools eligible for Title I subgrants:

1. AZ READS – this is the State's recently launched reading initiative. AZ READS focuses on:

   - **R**eadiness including early childhood and family literacy programs,
   - **E**arly screening, diagnostic, and classroom based assessments and intensive intervention,
   - **A**ccountability at the student, classroom, school and district levels,
   - **D**evelopment of expert teachers using quality standards-driven and research-based curriculum, and
   - **S**upport from all stakeholders.

2. K-3 Reading Legislation H. B. 2465 – this legislation, supported by such organizations as the Arizona Education Association, the Arizona School Boards Association, the Arizona School Administrators Association, the Arizona Business Leaders Coalition, passed unanimously in the House and with an overwhelming majority in the Senate this Spring, 2002. This landmark legislation outlines essential practices and components of K-3 reading programs founded on scientifically-based reading research. This legislation:

   - Establishes the practice of early screening, ongoing diagnostic and classroom-based reading assessments as defined by the State Board to inform instruction;

   - Requires schools to provide intensive intervention as defined by the State Board for any student not meeting the standard in reading at the end of 3rd grade until the student meets the standards;

   - Requires schools to conduct a curriculum evaluation and adopt a reading curriculum that reflects scientific research and includes the essential elements of reading instruction and provide ongoing teacher training in scientifically-based reading research;

   - Requires the governing board of each district or charter school to determine the percentage of students meeting the standard in reading at 3rd grade and, in schools where 20 percent or more of students are not meeting the standard, conduct a curriculum review of its reading program that includes the reading program and professional development in

light of current, scientifically-based reading research, and adopt revised methods for teaching reading based on scientific research at a public meeting; and

- Appropriates $1,000,000.00 each year to ADE for the professional development of principals and teachers in scientifically-based reading research.

3. Louisa Moats, Ed. D., Distinguished Visiting Scholar -- Arizona will contract with Louisa Moats to provide consultation, advisement, and professional development expertise to the State's plan. Dr. Moats recently completed four years as site director of the NICHD Early Interventions Project in Washington, D.C.; this longitudinal, large-scale project studied the causes and remedies of reading failure in high poverty schools as well as the sustainability of improved reading instruction through professional development. She obtained her doctorate in Reading and Human Development from the Harvard Graduate School of Education. Dr. Moats is a Clinical Associate Professor of Pediatrics at the Center for Academic and Reading Skills at the University of Texas, Houston and has worked as a teacher, neuro-psychology technician, and licensed psychologist. Dr. Moats is known for many publications on reading instruction, the professional development of teachers, and the relationship between language, reading, and spelling such as *Teaching Reading Is Rocket Science* and *Every Child Reading, A Professional Development Guide***.** Her books include *Speech to Print: Language Essentials for Teachers* and *Spelling: Development, Disability and Instruction.* She also serves as chairperson of the Professional Development Committee of the Reading First Reading Leadership Academy.

4. Leave No Child Behind Act -- this federal legislation, with an unprecedented commitment to K-3 reading classrooms reflected in Reading First, will provide the impetus to the States' efforts to improve reading achievement. Arizona views this as an opportunity to further align its work with the national goal to raise reading achievement for *all* students.

Arizona's Reading First plan reflects the belief that research-based comprehensive instructional programs in reading are essential, but will not be sufficient without continuous long-term professional development in well-supported contexts with focused school-reading improvement goals.

A comprehensive review of the literature identifies the criteria that are essential for effective schools and sustained reading achievement. Highlights of this research, and the State's Reading First plan to apply this research, follow.

Leadership

Research

The leader is responsible for establishing the vision of an organization, providing the infrastructure to support that vision, and mobilizing stakeholders to take ownership of it. Effective schools research identifies the role of principal as instructional leader as critical to the school improvement process. In *Stoghill's Handbook of Leadership* (1981), Bass outlines the role of the leader in providing a clear operational structure that includes goals, objectives, action

steps, timelines, identification of resources, and strategies to monitor progress. Fink and Resnick (2001) examined school district efforts to develop principals into leaders who could achieve large-scale turnaround in literacy and numeracy. They found five mutually reinforcing core strategies to do this: nested learning communities, principal institutes, leaderships for instruction, peer learning, and individual coaching. In *Preventing Reading Difficulties in Young Children* (1998), the authors indicate the need for a systemic and systematic process to ensure the district provides the curriculum, materials, and services necessary to support reading achievement. In a poor-performing school, change occurs in some classrooms and not others; in an effective school, change is building wide. Effective schools differ from their demographically matched peers along six dimensions:

1. They are academically focused;
2. The daily schedule is an accurate guide to academic time usage;
3. Resources are targeted on the academic focus;
4. Principals are instructional leaders;
5. School libraries are used to their fullest potential; and
6. A system of reward is in place to celebrate student success.

State's Plan

Arizona's State Plan is to mobilize state leadership by focusing on the critical issues relevant to reading improvement and provide information and training to leadership groups. In Arizona statue and its state accountability system, AZ LEARNS, the leadership roles, including the State Board of Education, the local school boards, the district administrators or charter school holder, and the principal, are clearly defined. Specifically in regard to K-3 reading, the State Board of Education is responsible for establishing the guidelines districts and schools will use in the selection and use of diagnostic assessments, instructional materials, professional development, and intensive intervention. Local school boards are required to sign an affidavit that their district curriculum is aligned to State Standards and are required to conduct K-3 reading curriculum reviews for low-performing schools. Districts and charter school holders are required to conduct a curriculum and professional development evaluation in light of scientifically-based reading research, and principals are required to serve as the reading instructional leader in their schools. To build the capacity of each of these entities, ADE is taking a stronger leadership role to define, disseminate, and provide the training necessary to carry out these responsibilities:

1. State Board of Education -- ADE will conduct focus groups around the State to gather input from stakeholders on its criteria and guidelines for the selection and use of early screening, diagnostic and ongoing progress monitoring assessments, on its criteria and guidelines for conducting a curriculum and professional development review, and on its criteria and guidelines for intensive intervention. In conclusion of this process, ADE will present its recommendations based on scientific research and the input from stakeholders to the State Board of Education for approval and adoption. This process is currently underway; the first focus group sessions on professional development have just been completed. When finalized, these criteria/guidelines will be distributed to every district and school in the State and available on ADE's web site.

2. Arizona School Board Association and Arizona Charter School Board -- ADE will provide training to the members of these Boards to understand the foundations of scientifically-based reading research and the criteria and guidelines adopted by the State Board based on this research so that they can oversee the process of curriculum review with confidence for the low-performing schools for which they are responsible.

3. Districts Administrators, Charter School Holders, and County School Superintendents -- ADE will provide training to members of the Arizona School Administrators Association and the County Superintendents in scientifically-based reading research and the State Board approved and adopted criteria/guidelines to implement it, so that they understand the alignment, their responsibility in ensuring that this be a part of their organization's strategic plan, and the commitment it entails in providing the necessary district wide infrastructure, such as the reallocation of district resources.

4. Principals -- ADE will provide Principals' Alliances to strengthen knowledge and skill in the application of scientifically-based reading research in their schools, as well as the leadership skills to provide the context for this to occur, such as prioritizing effective reading instructional practices based on research, and the targeted use of site-based resources. **Reading First principals will meet regularly in these alliances for collaboration and peer support to build local capacity.**

5. Business and Community Leaders – Through organizations such as the newly formed Arizona Business and Education Consortium (ABEC) chaired by CEO Craig Barrett of Intel, the Greater Phoenix Leadership, and the Phoenix Suns (NBA's *Read to Achieve Program)*, the Department of Education will form partnerships to prioritize reading as a shared statewide goal.

6. **The State will require principals at Reading First subgrant schools to attend mandatory training in scientifically-based reading research with staff and provide professional development time for staff including grade level meetings in order to build local capacity.**

Curriculum and Instruction

Research

Over the last twenty years, converging research provides evidence about the content, format, and timing of early reading intervention for all children. This evidence for best reading instructional practices is found in several consensus documents – the National Research Council's (Snow, Burns, and Griffin, 1998) *Preventing Reading Difficulties in Young Children*, the New Standards' (1999) *Primary Literacy Standards*, and the Report of the National Reading Panel (2000). These consensus documents, and others, for the first time, provide evidence that the national goal to teach every child to read is attainable for all but about five percent of children with serious learning disabilities and the components necessary to do so.

Student standards, curricular frameworks, textbooks, instructional programs and assessments need to be closely aligned with one another. When they are, teachers can more readily commit effort and resources to implementing them. Reading components, principles or practices are most likely to be used when they are integrated in the core program adopted by the district (Learning First Alliance, 2000).

The National Research Council's work clearly defines curriculum that builds on oral language development by developing vocabulary, comprehension, phonemic awareness, phonics, fluency in word recognition and text-processing, spelling, and writing. It concludes that instruction that integrates these critical elements is more effective than instruction that does not and that the best way to prevent reading difficulties is to ensure they are taught in regular classroom instruction (Snow, et al. 1998).

Effective instruction states the National Research Council, is the single most important component of an effective reading program. Instruction needs to be both explicit and systematic (National Research Council, 1998, Pressley, 1998). The National Reading Panel's report is significant because of its analyses of topics critical to reading instruction (alphabetics, fluency, vocabulary, comprehension, teacher education, and computer technology) to determine whether an instructional practice was causally linked to reading success and, therefore, be widely adopted. To accomplish its task, the Panel adopted the meta-analytic technique of comparing effect sizes from studies that used an experimental or quasi-experimental design with control group or multiple base-line methods. Excluded were descriptive or case studies. Key conclusions from this report and the National Research Council are listed here:

1. Phonemic Awareness Instruction:

    a. Can be taught and learned;
    b. Helps children learn to read and spell;
    c. Is most effective when children are taught to manipulate phonemes with the letters of the alphabet; and
    d. Is most effective when it focuses on only one or two types of phonemes rather than several.

2. Explicit, Systematic Phonics Instruction:

    a. Is more effective than non-systematic or no phonics instruction;
    b. Produces significant benefits for students in kindergarten through grade 6 and for students with reading disabilities regardless of socio-economic status;
    c. Significantly improves kindergarten and first grade word recognition and spelling;
    d. Significantly improves comprehension;
    e. Is most effective when introduced early; and
    f. Is not sufficient as a stand-alone program for beginning readers; it must be integrated with instruction in phonemic awareness, fluency and comprehension.

3. Vocabulary Development:

   a. Multiple approaches to teach vocabulary including direct and indirect methods, multiple exposures, in context and computer use, are most effective;
   b. Everyday experiences are most effective with oral and written language to teach the meanings of most words (meanings are learned indirectly); and
   c. Some vocabulary must be taught directly, particularly words not in ordinary use.

4. Fluency:

   a. Repeated oral reading of easily readable passages with guidance from teachers, peers, or parents has a significant, positive impact on word reading, fluency, and comprehension across grade levels.
   b. There are an insufficient number of good studies available to determine whether independent silent reading during class time is causally related to reading outcomes.
   c. Independent silent reading is not an effective practice when used as the only type of reading instruction to develop fluency and other reading skills, particularly with students who have not yet developed critical alphabetic and word reading skills.

5. Comprehension:

   a. Utilizing a combination of teaching techniques to assist in recall, question answering, and generation, and summarization of texts is most effective; and
   b. Comprehension strategies are most effective when they are taught explicitly and early.

Other factors considered to be critical in instructional practice as evidenced in research include academic learning time, defined by Fisher and associates as the time that students spend actively manipulating criterion referenced content. For early reading instruction, this has been determined to be a minimum of 90 –120 minutes per day. Reading instruction is more effective when students are provided opportunities for active participation, reinforcement, feedback and reteaching (Webb, 1985; Pressley, 2000; Sagor, 1998; and Good and Brophy 1994).

Evidence also converges on the practices for identifying students at risk of reading failure and the format and timing of early intervention. To prevent reading difficulties in Kindergarten and 1st grade, recent longitudinal studies converge on a set of valid predictors for the identification of students at risk. These include phonological awareness, and identification of letter sounds, rapid naming of letters, vocabulary knowledge, and word reading (Fletcher et al., in press; O'Connor and Jenkins, 1999; Torgeson in press; Vellutino, Scanlon, and Lyon, 2000; and Wood, Hill and Meyer, 2001). However, the predictive value of these tasks depends on how and when they are assessed. Thus, it is imperative that teachers understand not only what to assess, but the how and when to assess it to identify difficulties accurately and effectively. The format and timing of early intervention has also been extensively investigated. Critical variables determining the effectiveness of early intervention pertain to the intensity, duration, and supportiveness of instruction; the timing of the intervention; the student-teacher ratio; the knowledge base of the teacher; and the content of the intervention. Specifically, research on intervention supports:

- Explicit instruction in the alphabetic principle integrated with reading for meaning and the opportunity to read widely (NRP, 2000; Sanoe et. al., 1998);
- Small group intervention is just as effective as one-on–one (Elbaum, Vaughn, Hughes, and Moody, 2000);
- Early intervention (grades 1 and 2) is more effective than later intervention, which requires greater intensity and more hours (Torgeson et al., 2000).

The research base for effective early reading instruction for English learners is problematic. In *Preventing Reading Difficulties in Young Children*, it states, "With regard to reading instruction in second language, there is remarkably little directly relevant research." A few studies can serve as guidance until more conclusive evidence is collected. Chiappe and Siegel conclude: "Because the phonological and reading skills of ESL children do not differ from those of native speakers of English, the same method of reading instruction is appropriate for both native and non-native speakers of English" (1997). August and Hakuta conclude from their review of the research that English vocabulary is a primary determinant of reading comprehension for English learners. Anderson and Roti (1996) and Gersten (1996) and others have concluded that instruction focused on second language oral proficiency in support of second-language reading comprehension can generate gains in second-language reading skills." Therefore, from what we know, a code-based approach, oral language instruction and vocabulary instruction in English needs to be a part of a comprehensive reading program to support English learners in becoming fully proficient in learning to read English.

State's Plan

The State will take a strong leadership role in curriculum and instruction by:

- Developing curricular guidelines/criteria for the selection and use of scientifically-based reading research programs, and the design and implementation of prevention and intervention strategies, (in progress). This work will be done through collaboration with the Reading Leadership Advisory Board. Arizona does not have a tradition nor a policy of state adopted or recommended textbook lists. Therefore, these guidelines and criteria will be provided to districts and schools to assist them in making informed choices. **To further assist LEAs in selecting reading programs for Reading First, the ADE will provide a suggested list of reading programs that meet the criteria of scientifically-based reading research, and will give priority to LEA applications that select from it. This standardized approach offers the opportunity for focused professional development and more importantly, provides continuity in instructional practices in a K through 3rd grade program. The National Research Council (1998) recommends that "textbook adoption [be] synchronized;" (2002). However, LEAs that do not select programs from this list will be required to demonstrate how the reading program they intend to use meets all of the criteria for scientifically-based reading research and includes the essential elements of instruction using the "Critical Elements Analysis," developed by the University of Oregon, to evaluate their understanding of the research as it applies to the instructional program. ADE will require compliance to recommended reading programming based on independent analyses of reading programs conducted by the Education Quality Institute, the American Federation of Teachers, and states such as California,**

Washington, and Texas. Reading First applicants that do not meet these criteria will not be funded.

- Conducting a rigorous evaluation of the State's professional teacher standards, current certification and preservice programs (in progress);

- Providing state-sponsored professional development to all K-3 teachers and principals on research based instructional practice (currently available to Title I schools, and available to all schools in 2003);

- Identifying schools that are implementing scientifically-based reading research programs with evidence of success for use as demonstration schools (beginning in 2003);

- Providing interactive video lessons demonstrating scientifically-based classroom reading strategies through an on-line, interactive professional development program (by 2004);

- Developing an AZ READS home page on ADE's website to disseminate information (in progress);

- Reviewing and revising Arizona's Reading Standards to ensure their alignment with reading research (Summer, 2002);

- Providing technical assistance to all schools in school improvement in the selection and use of scientifically-based reading research programs (ongoing).

- Addressing the needs of ELLs by providing customized training for teachers and providing the most current research in teaching ELLs to read as it becomes available. While there are conflicts in the literature regarding teaching in the primary language of a student versus immersion (August and Hakuta, 1997, and Rossell and Baker, 1996), Arizona voters passed Proposition 203 in 2000, which established that students whose native language is not English receive instruction primarily in English with the goal to become proficient in the English language as soon as possible. The State will continue to evaluate effective ways to meet these children's needs (ongoing).

- Addressing the needs of Native American populations by customizing professional development training to consider cultural barriers to school success. It has been demonstrated that early school problems can be ameliorated by culturally adapting the classroom and instruction to the cultures of the children being taught (Au, 1995; California State Department of Education, 1986; Cazden, 1986; Tharp, 1989; and Trueba, 1988). While researchers remain skeptical about whether or not cultural compatibility in classrooms improves academic achievement (Karweit, 1989), there is a belief that it must be "put to practical use to test this simple, common-sensical, and humane proposition" (Goldenberg and Gallimore, 1989). Thoughtful advancement from cultural competency to cultural accommodation is an aspiration that ADE will encourage among subgrantees through the Reading First criteria for awards (ongoing).

- Instituting new programs to make reading materials and programming accessible to poor and at-risk families, including those in rural areas that may not have libraries and other resources in proximity. For example, the Arizona Facilities Board is equalizing technologies and making the Internet accessible to all schools in Arizona. As noted earlier, the Board is currently providing schools with free emails and curriculum and educational software. Organizations such as the Phoenix Suns have agreed to expand programs to provide free books to school, and Raytheon Corporation, based in Tucson, Arizona, has sponsored reading software to schools in southern Arizona (in progress).

Assessment

Research

Valid and reliable assessments and disaggregated data must drive all leadership and instructional decisions. Kamenuii (2001) defines four types of assessment in an effective reading program:

1. Outcome: administered to provide bottom-line evaluation of the effectiveness of the reading program and instruction usually given at the end of the year;

2. Screening: administered to determine quickly which children are at risk and need immediate attention;

3. Diagnostic: administered for more in-depth information on students' skills and instructional needs to plan instruction and develop intervention strategies; and

4. Progress monitoring: administered every few weeks to determine if students are making progress or need more intervention; capture small changes in student performance that are sensitive to growth, and include phonemic awareness, phonics/spelling, letter identification, and oral fluency.

Moats (1999) recommends that, to assess students' reading development, teachers and administrators should be able to:

1. Understand validity, reliability and normative comparisons in test design and selection;

2. Identify varied purposes and forms of assessment;

3. Interpret grade equivalent, percentile rank, normal curve equivalents, and standard scores;

4. Administer several kinds of valid instruments to determine students' ability for word recognition, phoneme awareness, phonic word attack inventories, spelling inventories, fluency, accuracy of oral and silent reading, writing, vocabulary, and comprehension;

5. Interpret student responses in comparison to benchmark cognitive and linguistic skills appropriate for age and grade;

6. Use information for instructional planning and classroom grouping; and

7. Use several kinds of assessments to measure change over time.

State's Plan

The State will take a strong leadership role in assessment by:

- Developing curricular guidelines/criteria for the selection and use of screening, diagnostic, and ongoing progress monitoring assessments. Arizona currently uses a norm-referenced assessment (SAT 9) at 2nd and 3rd grades and a criterion-referenced test at 3rd grade (AIMS). Districts currently use a variety of program and district developed assessments to measure reading standards at the primary level. As part of the AZ READS Initiative, an Analysis of Reading Assessment Instruments for K-3, authored by Dr. Edward J. Kame'enui and the Institute for the Development of Educational Achievement will serve as the basis for the development of guidelines/criteria for the selection and use of k-3 assessments statewide. The Reading Leadership Advisory Board will establish an Assessment Panel to develop the guidelines/criteria described above and select an assessment to measure outcomes articulated in the work of the Committee to articulate the Arizona Academic Standards in Reading to be held this summer, 2002. The Reading Leadership Advisory Board will request the ADE's National Technical Advisory Committee for Measurement to review this work (2002). However, LEAs receiving Reading First funds will be required to be trained and use The Dynamic Indicators of Early Literacy Skills (DIBELS) and the Texas Primary Reading Inventory (TPRI). These instruments were chosen for their validity, reliability, integrity, and comprehensiveness as screening, diagnostic, progress monitoring, and outcome based assessment tools.

- Continuing to monitor statewide progress in reading by analyzing and reporting disaggregated data on 3rd grade outcome based assessments, AIMS, the State's criterion referenced test and Stanford 9, the State's norm-referenced assessment. The indicators of AZ LEARNS will provide the foundation for student performance evaluation (ongoing);

- Providing technical assistance in the selection and use of screening, diagnostic, and progress monitoring assessments (2003);

- Providing professional development training to teachers in the administration and use of screening, diagnostic, and progress monitoring assessments including using the information to design instruction and determine 1) who needs broad-based instruction and 2) who needs intensive, explicit instruction (ongoing); and

- Monitoring teacher progress in professional development to evaluate its effectiveness, including increase in teacher knowledge and skill, impact on curriculum and instruction, and student achievement. Most importantly, the contractor offering on-line, interactive professional development will also provide teachers with an ongoing self-evaluation instrument, focusing their attention on their own areas of instructional need (2004).

Professional Development

Research

Principles of effective professional development practices have been documented in several publications such as *Every Child a Reader: A Professional Development Guide*, written by the Center for the Improvement of Early Reading Achievement and published by the Learning First Alliance, and *Teaching Reading Is Rocket Science* (American Federation of Teachers) and are reflected in Arizona's plan. Effective professional development for reading must include the following dimensions:

1. A supportive context with strong leadership. Everyone in the school community must be involved with strong instructional leadership provided by the building principal; the expectations to adopt and support a comprehensive reading program must be consistent; time and resources must be sufficient to get results so that teachers can learn from peers, coaches, mentors, and outside expertise;

2. Strong content in the foundations of language development and the essential components of reading instruction based on scientific research which include: phonemic awareness, letter knowledge and concepts of print, the alphabetic code, (phonics and decoding), fluent, automatic reading of text, vocabulary, text comprehension, written expression, spelling and handwriting, screening and continuous assessment to inform instruction, motivating children to read (Learning First Alliance, 2000). Teachers need to know how they are related, how children learn to read and why some children fail to learn, and how the English language is structured;

3. An effective process of implementation. Just like any learner, teachers need the opportunity to learn the concept, practice with guidance, support and feedback, personally reflect on his/her application, evaluate, and adjust, refine or relearn. A variety of professional development activities will meet individual needs better than a "one-size fits all approach." The professional development program can and should include summer academies or institutes, grade level team meetings, on-line and traditional courses, whole or half-day inservices, in-class coaching, team teaching, and mentoring. All professional development activities should be driven by assessment data. Self-evaluation is part of an individual's professional development plan with sufficient time before outcomes are determined (Learning First Alliance, 2000).

State Plan

Arizona supports the description of the expert reading teacher as defined by Louisa Moats in her publication, *Teaching Reading Is Rocket Science: What Expert Teachers of Reading Need to Know and be Able to Do*, "Expert teachers will have the knowledge, strategies, and materials to

judge what to do with particular children, not on the basis of ideology, but on the observation, logic, knowledge of child development, knowledge of content, and evidence for what works" (Moats, 1998).

Inservice -- To assure quality and consistency in professional development, all Reading First schools will participate in the same professional development content provided by a service provider contracted by ADE through a competitive bidding process (RFP), as mandated in the State Procurement process. The State will ensure the training of state level trainers and assist staff in high need schools using a training of trainers/coaching and mentoring model that is in-depth and ongoing. ADE has already documented the need for professional development in a previous section: pre-service preparation has often been insufficient, teachers have heard conflicting ideas about reading instruction, practicing teachers need to be made aware and/or updated on the most current reading research and its implications for classroom instruction, and interest and motivation is extremely high. Although ADE has been offering K-3 Literacy Conferences specifically targeted for Title 1 Schools in School Improvement, there are plans to expand the breadth, depth, and scope of these experiences. To date, the demand for the currently offered K-3 Literacy Conferences has exceeded the supply.

Arizona will use two frameworks for two distinct purposes:

1. **Reading Academies for ALL K-3 teachers, K-12 special education teachers, and K-3 administrators in the State** to disseminate information about scientifically-based reading research and its implications for classroom instruction in a broad-based and equitable means throughout the State. Arizona recognizes that there are children in every school with just as much need for research-based instruction as the children in underperforming schools. Therefore, professional development in comprehensive reading instruction based on scientific research will be available for all teachers in the state. The content modules will be based on the work of the Texas Center for Reading and Language Arts (TCRLA) at the University of Texas at Austin; state level trainers in partnership with local reading coaches will be responsible for training of Arizona educators. Training content will include:

   a. An examination of the alignment of Arizona's State Standards to the essential components of reading instruction;
   b. An examination of scientifically-based reading research;
   c. Strategies for the classroom teacher, by grade level, for all students including those at risk of learning to read, ELLs, and special education students;
   d. Use and selection of screening, diagnostic, and classroom-based assessments; and
   e. Use and selection of scientifically-based reading programs and materials.

   These reading academies will be offered to school teams consisting of K-3 classroom reading teachers, special education, Title 1, and teachers of ELLs, as well as the principal. Representatives from early childhood programs and adult and family literacy programs will also attend. Participants will earn re-certification credit hours from ADE, a requirement for all practicing teachers in the State for certification renewal. With current funding ($1 million annually, and a $750,000 allocation for ELL trainers) appropriated by the Arizona Legislature for professional development for K-3 reading, ADE will offer training and

materials in every county in the State. With combined federal funds, particularly Reading First funds, Arizona will be able to expand the current capacity of the program.

2. **K-3 Reading Institutes for teachers and administrators in high need schools** will provide intensive, in-depth implementation of reading instructional practices that are based on scientific research. **This training will be mandatory for all Reading First schools that receive subgrants to provide quality and consistent training to all K-3 staff**. The modules will be carefully selected to teach teachers the content outlined in consensus documents on reading instruction and tailored to address issues specific to at risk students and low performing schools use delivery systems proven to be most effective in impacting change at the classroom level Time will be built-in between each module for application of material covered in each module. For example, because teachers learn by doing, teachers will be able to use their own classroom as a laboratory to provide them with the opportunity to apply, practice, reflect and refine what they have learned with collaboration from peers and the assistance of a site-based coach.. This will encourage teachers to integrate these strategies into everyday practice so that they become sustainable. Content for these institutes will include:

   a. The challenge of learning to read, how reading skill develops and the causes of reading failure;

   b. The components of research based instruction and the structure of the English language including each component of reading instruction: phonology, spellography, phonic decoding, vocabulary, fluency, comprehension, writing, and composition;

   c. The use and selection of screening, diagnostic, and ongoing classroom-based instruction and specifically the use of DIBELS and TPRI;

   d. The use and selection of research-based reading programs and instructional materials and examples of instructional techniques from widely used programs from several publishers; and

   e. The needs of specific minority populations in Arizona -- such as ELLs, dialect speakers, Native Americans, and students with other learning differences -- as well as the needs of children experiencing high poverty and rural/urban dichotomies.

Delivery of instruction will be in class, and in part, on-line. CD-based readings, video resources, and internet information will be assigned with each module Participants will earn re-certification credit hours from ADE for certification renewal, as well as the option of university graduate hours. Institutes will be scheduled in three, three to four-day sessions, with intervals in between for teachers to apply and practice strategies, and review, reflect, and modify after each practice interval and before the next institute session. The first two Institutes will focus on how people learn to read and how and why reading difficulties develop; the third Institute will focus on the application of this knowledge to specific settings and will be tailored to meet the needs of participant subgroups: mainstream K-3 classrooms, ELL programs, Adult and Family Literacy

providers, and Early Childhood providers.
Due to the depth, intensity, time, and cost of materials involved in these institutes, schools will need to pay for them with funds received from the State and Federal School Improvement Programs (i.e., Title I, Title II, and AZ LEARNS or Reading First subgrant fund) and make a commitment of participation for in-service and release time for teachers. With the addition of Reading First funds, ADE will be able to expand the capacity of trainers -- at least one housed in each county -- to provide ongoing coaching and technical assistance to subgrant schools. Reading First funds will also provide schools with the capacity to hire their own on-site reading coaches who will work directly with staff, the county /state level trainers/coaches, and the contracted professional development service provider.

Arizona will begin with a state-level team of forty trainers, trained to deliver Reading Academies and Reading Institutes by a professional development service provider contracted by ADE. As previously stated, the service provider will be available for ongoing assistance and support to the ADE, trainers, and school site coaches to build state and local capacity. These trainers will made up of:

1. ADE staff (15) representing all divisions within ADE concerned with reading, including Academic Standards and Accountability, Title I, Special Education, Adult and Family Literacy, English Language Learners, and Early Childhood Divisions;

2. K-3 classroom reading teachers or specialists (15-20), at least one from each county in the state, "on-loan" from their district for a period of three years. The first year, teachers will be trained as trainers and will be a part-time employee of ADE, working under an addendum contract while teaching in the classroom in their districts so that they will have opportunities to apply strategies and training to their own classrooms and schools. This will provide fifteen pilot sites, one in each county in the State before full statewide implementation in subgrant schools. The next two years, they will work full time for ADE on an inter-government agreement with their district, not only training, but also serving as mentors and coaches, providing demonstration lessons and assistance to teachers in subgrant schools. The third year, a new cadre of trainers will be hired on addendum contracts and the cycle will repeat. Each teacher will receive certification as a trainer, mentor, and coach and be designated as a "Master" teacher for the purpose of recognizing them as experts in their field. After the three-year loan period, each teacher will return to his/her district and can then serve as mentor, coach and ongoing trainer and continue to serve as a trainer for the State in the summers and as a substitute for current state trainers as needed. **This will ensure the continuous growth of our training cadre and build state professional development capacity and sustainability**. These trainers will be housed at the county level to provide close proximity and availability to schools in each county. With current state appropriations, we can staff approximately half of the counties in the State (7), with the goal of adding additional staff as funding permits. With Reading First funds, ADE can ensure a Master Reading Teacher in each county (14) from the inception of the program; and

3. Staff members from WestEd (5), based in Phoenix, who will assist ADE in providing ongoing professional development, support and assistance to high need schools or schools in School Improvement.

At least one member of each of these three groups will staff the academies and the institutes as needed in a team teaching approach. The state-level group will work as a team to collaborate, plan, and organize this program on an ongoing basis to ensure consistency and quality.

With this professional development plan in place -- provided through Regional Support Centers in every county in the State – ADE will impact the quality of instruction in the State's K-3 classrooms at the local level. With the involvement and participation of all professionals and paraprofessionals who work with young children -- including special education, family literacy, and early childhood staff – ADE will build a clear, consistent and seamless knowledge base within and across the State. AZ READS will implement this plan, while Reading First funds will expand and enhance it.

ADE currently can fund Reading coordinators in the Tucson, Phoenix, and Flagstaff areas, as well as additional Master Teachers of Reading (MTR) in six Regional Support Centers. **Every Division concerned with reading within the Department of Education is contributing funding, staff and resources to this plan.** With Reading First funds, ADE plans to place a MTR in every county Regional Support Center who will then be responsible for training, support, and assistance to LEA coaches funded with Reading First subgrants.

preservice – Influencing the content of university curriculum can be challenging. The state will use a three-pronged approach to strengthen and enhance teacher preparation programs in scientifically-based reading instruction at institutions of higher education in the state. These include the following:

1. Certification requirements for early childhood and k-3 teachers are currently under review to improve the current state certification and licensure standards in teaching reading. Concurrently, the state, under the direction of the Reading Leadership Advisory Board, will conduct a review of course content to determine if it is consistent with the findings of the most current scientifically-based reading research including findings on the essential components of reading instruction (in accordance with no child left behind legislation, Title I, Part B section 1202(d), and meets the revised state certification requirements and new state reading legislation. Recommendations, based on the review, will be submitted in a report to the reading leadership advisory board and the state certification office and made available on the state's AZ READS website.

2. Superintendent Molera meets regularly with the deans from the Colleges of Education of Arizona's three universities. They meet to discuss collaborative opportunities, particularly as they relate to research. The ongoing dialogue will explore not only conducting scientific reading research projects in Arizona school settings, but it will also include incorporating the results of scientific research studies in teacher preparation programs.

3. The AZ READS staff is establishing relationships with individual faculty members at the state universities and colleges who currently teach scientifically-based reading courses. ADE staff and university faculty are working together to align course content with the

AZ READS statewide professional development course content. In addition, faculty who are involved in this process are being invited to present at academies and institutes.

C. STATE DEFINITION OF SUBGRANT ELIGIBILITY

This section of the proposal demonstrates how the ADE definition of eligible LEAs will result in an applicant pool that is sufficiently targeted to ensure that subgrantees will received adequate funding and support to participate successfully in Reading First activities, yet broad enough to ensure that only applications of the highest quality are funded. The section additionally supplies the names of LEAs in the State that meet the ADE eligibility definition.

Definition of Eligibility

LEA applicants for Reading First subgrants – including charters schools -- will be required to meet specific criteria. Rubrics will be applied to these criteria. These rubrics and corresponding assignments of weighted points are described in later pages. A local educational agency that meets these criteria is eligible to apply for Reading First funds:

1. The LEA must serve 25 percent or more of K-3 students reading below grade level. "Grade level" is defined as "Meeting the Standard," measured by AIMS 3rd Grade Reading. This considerably low threshold is necessary because of the structure of Arizona's LEAs, which is non-standardized. LEAS range in student population and school size from extremely large to extremely small. Arizona holds over 400 charters; by state law, charter schools are considered to be LEAs. This creates an unfair and inequitable result when calculating total percentage of students not meeting the standard in each LEA across the State. For example in extremely large districts (50,000 students or more) high performing schools can compensate for low performing schools in calculating overall LEA percentages of students not reading at grade level.

2. In addition, at least 20 percent of the students served by the LEA must reside in households with incomes below the poverty line.

3. In addition, the LEA must have jurisdiction over one of the following:

    a. A significant number or percentage of Title I Schools identified for School Improvement;
    b. A geographic area that includes a designated empowerment zone or an enterprise community under part 1 of subchapter U of chapter 1 of the Internal Revenue Code; or
    c. The highest numbers or percentages of children who are counted under allocations for Title I, Part A.

Priority will be given to LEAs that:

1. Satisfactorily met compliance to federal requirements over the past two-year period;
2. Are complying with all state accountability standards (AZ LEARNS) and reporting requirements of ADE;
3. Plan to use reading programs from ADE's sample list of SBRR aligned programs; and
4. Are receiving an Early Reading First Grant.
5. Serve a minimum of 200 students. leas serving small numbers of students will be encouraged to apply in a consortium.

Identified LEAs that Meet the Eligibility Criteria

There are 635 LEAs in Arizona. Of these, 114 meet the ADE criteria for a Reading First subgrant. Of these, 22 are eligible charters and 92 are traditional elementary or unified school districts. The matrix exhibited here lists eligible applicants and documents information demonstrating compliance to criteria and geographic diversity. LEAs in every county in the state who meet the achievement criteria and poverty criteria according to Title I Part A are represented in this list.

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
ACADEMY OF ARIZONA	30	59.59%	115.14	N	
ACADEMY OF EXCELLENCE	71	94.78%	195.08	N	1
ACCLAIM CHARTER SCHOOL	36	66.66%	277.34	Y	
AGUILA ELEMENTARY DISTRICT	82	91.21%	167.84	N	1
ALHAMBRA ELEMENTARY DISTRICT	28	76.95%	13927.4	N	
ASH FORK JOINT UNIFIED DISTRICT	79	64.80%	241.18	N	1
BALSZ ELEMENTARY DISTRICT	43	80.53%	2577.41	N	1
BEAVER CREEK ELEMENTARY DISTRICT	30	57.60%	273.89	N	
BENSON UNIFIED DISTRICT	41	25.88%	1104.87	N	
BLACK FAMILY AND CHILD SERVICES, INC., T	64	100.00%	161.61	Y	1
BUCKEYE ELEMENTARY DISTRICT	37	58.31%	1343.15	N	
BULLHEAD CITY ELEMENTARY DISTRICT	38	53.00%	3826.81	N	
C.I. WILSON	56	94.87%	630.00	N	1

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
ACADEMY					
CAMP VERDE UNIFIED DISTRICT	29	34.46%	1479.12	Y	
CARTWRIGHT ELEMENTARY DISTRICT	35	68.18%	18718.11	N	
CASA GRANDE ELEMENTARY DISTRICT	40	58.66%	5331.72	Y	
CEDAR UNIFIED DISTRICT	67	86.42%	653.00	Y	2*
CHARTER FOUNDATION, INC.	42	68.96%	450.88	N	
CHESTER-NEWTON CHARTER AND MONTESSORI SC	54	36.93%	157.95	N	2
CHINLE UNIFIED DISTRICT	69	77.78%	4315.86	Y	3
CHLORIDE ELEMENTARY DISTRICT	46	79.20%	247.96	Y	
CLIFTON UNIFIED DISTRICT	33	50.43%	225.60	Y	
COCHISE PRIVATE INDUSTRY COUNCIL	72	64.54%	390.16	Y	1
CONTINENTAL ELEMENTARY DISTRICT	26	43.35%	267.81	N	
COOLIDGE UNIFIED DISTRICT	39	74.52%	2774.54	Y	
COUNTRY GARDEN EDUCATIONAL SERVICES	55	79.75%	316.00	N	
CRANE ELEMENTARY DISTRICT	32	53.55%	5195.38	N	
CREIGHTON ELEMENTARY DISTRICT	41	70.03%	8404.84	N	3
DOUGLAS UNIFIED DISTRICT	45	69.99%	4337.85	Y	2
DUNCAN UNIFIED	33	21.24%	606.19	Y	

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
DISTRICT					
DYSART UNIFIED DISTRICT	32	56.90%	5499.39	N	1
E.A.G.L.E. ACADEMY INC	36	77.20%	227.65	N	
ELFRIDA ELEMENTARY DISTRICT	44	56.13%	199.82	Y	
ELOY ELEMENTARY DISTRICT	44	87.51%	1366.93	N	
ENTERPRISE ACADEMY	69	100.00%	137.27	N	1
ESPIRITU COMMUNITY DEVELOPMENT CORP.	66	58.00%	710.32	Y	2
EXCALIBUR CHARTER SCHOOLS, INC	80	64.57%	210.98	N	1
FLAGSTAFF UNIFIED DISTRICT	25	35.68%	11540.2	N	
FLORENCE UNIFIED SCHOOL DISTRICT	39	34.91%	1484.67	N	
FOWLER ELEMENTARY DISTRICT	58	83.78%	1843.83	Y	1
FREDONIA-MOCCASIN UNIFIED DISTRICT	49	51.65%	407.44	N	
FRIENDLY HOUSE ACADEMIA DEL PUEBLO ELEMENTARY	50	100.00%	265.07	N	
FT THOMAS UNIFIED DISTRICT	82	56.09%	611.63	Y	1
FUTURE DEVELOPMENT EDUCATION & PERFORMING	44	77.82%	251.80	N	
GADSDEN	68	100.00%	3393.10	N	3

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
ELEMENTARY DISTRICT					
GANADO UNIFIED DISTRICT	66	80.13%	2170.40	Y	1
GENERAL HEALTH CORP. DBA ARIZONA YOUTH	70	57.56%	257.37	N	1
GILA BEND UNIFIED DISTRICT	55	92.19%	515.21	N	1
GLENDALE ELEMENTARY DISTRICT	43	56.16%	11966.49	N	2
GLOBE UNIFIED DISTRICT	35	30.44%	2188.34	Y	
GRAND CANYON UNIFIED DISTRICT	31	33.24%	358.32	N	
GREAT EXPECTATIONS ACADEMY	28	28.57%	130.72	N	
HAYDEN-WINKELMAN UNIFIED DISTRICT	36	58.50%	618.32	N	
HEBER-OVERGAARD UNIFIED DISTRICT	26	69.30%	585.06	N	
HOLBROOK UNIFIED DISTRICT	42	59.58%	1965.44	Y	
HUMBOLDT UNIFIED DISTRICT	25	36.96%	5290.47	N	
HYDER ELEMENTARY DISTRICT	37	87.96%	192.51	N	
IDEABANC, INC.	27	44.82%	514.59	N	
INDIAN OASIS-BABOQUIVARI UNIFIED DISTRICT	62	79.91%	1112.45	N	1
ISAAC ELEMENTARY DISTRICT	50	80.00%	8412.23	N	4
JUNIPER TREE ACADEMY	39	36.76%	357.32	N	
KAYENTA UNIFIED	68	69.12%	2570.17	N	1

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
DISTRICT					
KIRKLAND ELEMENTARY DISTRICT	30	41.56%	62.74	N	
LAKE POWELL ACADEMY, INC.	58	40.44%	142.35	N	1
LAVEEN ELEMENTARY DISTRICT	52	69.28%	1533.72	Y	1
LEARNING CROSSROADS BASIC ACADEMY	50	33.19%	249.97	N	1
LIBERTY ELEMENTARY DISTRICT	28	31.72%	1540.76	N	
LIBERTY TRADITIONAL CHARTER SCHOOL	53	32.31%	168.03	N	
LITTLEFIELD ELEMENTARY DISTRICT	51	66.13%	251.91	Y	1
LITTLETON ELEMENTARY DISTRICT	32	76.05%	1379.65	N	
MAMMOTH-SAN MANUEL UNIFIED DISTRICT	35	55.88%	1484.45	N	1
MARICOPA COUNTY REGIONAL DISTRICT	73	65.93%	2033.23	Y	3
MARICOPA UNIFIED SCHOOL DISTRICT	38	67.01%	1128.28	N	
MARY C O'BRIEN ACCOMMODATION DISTRICT	54	88.09%	169.91	N	1
MCNARY ELEMENTARY DISTRICT	50	94.01%	146.47	N	
MESA ARTS ACADEMY	25	100.00%	170.01	N	
MESA UNIFIED DISTRICT	25	31.48%	72689.46	Y	2
MIAMI UNIFIED	32	41.35%	1257.57	N	

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
DISTRICT					
MOHAVE VALLEY ELEMENTARY DISTRICT	33	47.51%	1758.41	N	
MOHAWK VALLEY ELEMENTARY DISTRICT	29	26.59%	249.94	N	
MURPHY ELEMENTARY DISTRICT	56	100.00%	2577.41	N	
NACO ELEMENTARY DISTRICT	63	80.32%	304.08	Y	
NADABURG ELEMENTARY DISTRICT	28	58.48%	497.44	N	
NEW WORLD EDUCATION CENTER	26	37.39%	250.0475	N	
NOGALES UNIFIED DISTRICT	44	63.73%	6350.69	N	2
OMEGA ACADEMY, INC.	64	61.17%	542.22	N	1
OSBORN ELEMENTARY DISTRICT	43	71.96%	4063.88	N	2
PAGE UNIFIED DISTRICT	61	47.32%	3146.87	Y	2
PALOMA ELEMENTARY DISTRICT	40	100.00%	76.66	Y	
PARAMOUNT EDUCATION STUDIES INC	26	31.37%	419.76	N	
PARKER UNIFIED SCHOOL DISTRICT	29	56.10%	2082.31	N	1
PEACH SPRING DISTRICT	66	80.15%	334.02	Y	1
PENDERGAST ELEMENTARY DISTRICT	35	35.24%	8098.59	Y	
PHOENIX	48	79.91%	968.86	N	

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
ADVANTAGE CHARTER SCHOOL, INC.					
PHOENIX ELEMENTARY DISTRICT	45	74.11%	8663.48	Y	6
PICACHO ELEMENTARY DISTRICT	46	62.33%	8663.48	N	
PIMA UNIFIED DISTRICT	35	61.12%	683.73	N	
PINON UNIFIED DISTRICT	73	95.11%	1606.22	N	1
RED MESA UNIFIED DISTRICT	73	91.61%	894.99	Y	2
RIVERSIDE ELEMENTARY DISTRICT	65	88.00%	209.70	N	1
ROOSEVELT ELEMENTARY DISTRICT	59	100.00%	11502.55	Y	13
RUTH FISHER ELEMENTARY DISTRICT	42	57.45%	428.42	N	
SACATON ELEMENTARY DISTRICT	71	96.05%	591.01	Y	1
SAFFORD UNIFIED DISTRICT	41	52.78%	2904.57	N	
SAHUARITA UNIFIED DISTRICT	28	56.19%	2015.527	N	
SAN CARLOS UNIFIED DISTRICT	77	89.09%	1530.26	N	1
SAN SIMON UNIFIED DISTRICT	47	53.17%	134.29	N	
SANDERS UNIFIED DISTRICT	60	90.42%	1185.01	Y	
SANTA CRUZ ELEMENTARY DISTRICT	77	56.46%	103.77	N	1
SANTA CRUZ	53	60.81%	2455.08	N	1

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
VALLEY UNIFIED DISTRICT					
SEQUOIA CHARTER SCHOOLS	42	22.18%	791.61	N	1
SEQUOIA V.S., L.P.	35	39.49%	171.07	N	
SHONTO GOVERNING BOARD OF EDUCATION, INC	64	75.81%	577.64	N	1
SOMERTON ELEMENTARY DISTRICT	34	81.41%	2314.75	N	1
SOUTHGATE DEVELOPMENT CORP.	69	43.87%	409.14	N	1
STANFIELD ELEMENTARY DISTRICT	50	97.03%	685.47	Y	
SUNNYSIDE UNIFIED DISTRICT	35	61.64%	14617.14	N	1
SUNWAY MANAGEMENT, INC.	39	62.50%	128.22	N	
SUPERIOR UNIFIED DISTRICT	49	52.34%	621.59	Y	
TELESIS CENTER FOR LEARNING INC	31	36.65%	229.61	N	
TEMPE ELEMENTARY DISTRICT	35	48.13%	12792.67	N	
TERRA ROSA CHARTER SCHOOL	54	29.52%	105.81	N	1
TERTULIA: A LEARNING COMMUNITY	77	84.69%	234.60	N	1
THATCHER UNIFIED DISTRICT	27	27.24%	1279.95	N	
TOLLESON ELEMENTARY DISTRICT	54	68.28%	1411.40	Y	
TOLTEC	35	46.27%	838.34	Y	

LEA Name	Percent Students Not Meeting 3rd Grade AIMS	TITLE I PART A Poverty	2001 Average Daily Membership	50% or More Schools in Title I School Improvement	Number of Schools with 50% or More Students Not Meeting Standards
ELEMENTARY DISTRICT					
TOMBSTONE UNIFIED DISTRICT	25	36.14%	1073.375	N	
TOPOCK ELEMENTARY DISTRICT	40	58.86%	159.94	Y	
TUBA CITY UNIFIED DISTRICT	57	68.44%	2574.29	N	2
TUCSON UNIFIED DISTRICT	32	52.80%	61518.61	N	10
VERNON ELEMENTARY DISTRICT	36	47.22%	89.76	Y	
WASHINGTON ELEMENTARY DISTRICT	31	42.40%	24948.79	N	2
WELLTON ELEMENTARY DISTRICT	43	63.04%	358.15	Y	
WHITERIVER UNIFIED DISTRICT	61	68.62%	2792.67	Y	2
WICKENBURG UNIFIED DISTRICT	28	44.74%	1516.49	N	
WILLCOX UNIFIED DISTRICT	34	59.68%	1573.87	N	
WILLIAMS UNIFIED DISTRICT	32	36.84%	777.17	Y	
WINSLOW UNIFIED DISTRICT	25	55.10%	2557.87	Y	
YUMA ELEMENTARY DISTRICT	41	56.66%	10068.77	N	1

D. SELECTION CRITERIA FOR AWARDING SUBGRANTS

This section of the proposal clearly demonstrates how ADE will 1) evaluate coordination among Reading First activities, 2) evaluate strategies used by LEAs in identifying schools to be served, including those that meet criteria but cannot be served due to funding limitations, and 3) select LEAs and schools for funding. Also included in this section is the scoring rubric that will be used for evaluating and selecting subgrantees and a draft Request for Proposals. Although these are drafts and will undergo more refinements before distribution, it is necessary to state that the integrity of the language of the evaluation rubrics, eligibility criteria, and procedures described herein will be sustained in the final Request for Proposals prepared for LEAs.

Each subgrant will cover a three-year period. These subgrants will be allocated at two different levels, generally; amounts will accommodate extreme ranges in school size. ADE will generally allocate a minimum of $250,000 each year for schools serving 200 to 500 students, with per pupil adjustments in allocations. ADE will generally allocate $300,000 each year for schools serving more than 500 students, with per pupil adjustments in allocations. The funding amounts mean that an estimated 40 schools will be awarded subgrants.

To provide the level of funding desired, it is necessary to employ rigorous standards for subgrantees. Therefore, weighted rubrics will be used to select subgrantees. These are defined in each subsection. The selection process will be structured in two parts: a preapplication to determine the LEA's capacity, commitment and willingness to implement the goals of Reading First, and an application after LEAs have passed the first round, to determine quality and soundness of proposed plan. The selection criteria for each round are provided here.

Schedules

The timeline for the subgrant selection and award process is provided below:

Pre-Application Opens	November 2002
Workshops	November 2002
Pre-Application Due	December 20, 2003
Applicant LEAs notified	January 17, 2003
RFP Opens	January 17, 2003
Workshops	January, February 2003
RFPs due	February 28, 2003
Reading First Approvals	March 31, 2003
Initial Payment Dispersed	May 1, 2003

Reading First Program Pre-Application (DRAFT)

Reading First is authorized under Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*. Reading First is the largest – and yet most focused – early reading initiative this country has ever undertaken. The program will provide support to the ADE, local educational agencies, and schools to implement proven methods of early reading instruction in classrooms. By applying the best and most rigorous scientifically-based reading research and coordinating with other federal, state, and local initiatives aimed at improving reading instruction, this important new initiative will help to improve student achievement and ensure that all children learn to read well by the end of 3rd grade. Through Reading First, subgrants of approximately $250,000 or more per school per year for three years (with a possible additional 3-year renewal period) are available to LEAs that meet the eligibility criteria. The ADE has developed eligibility and selection criteria that distinguish among applicants based on the need to improve reading achievement and the research-base and quality of the programs they propose to implement.

Criteria for Eligibility

A list of eligible LEAs and their target schools is attached. LEAs were first selected based on the reading achievement scores for their K-3 schools using the 2001 AIMS pass rate for 3rd grade. LEAs with K-3 schools that had a pass rate of 75 percent or less next had to meet at least one of the three items of the second criteria. Those items are poverty rate of the LEA, number of schools identified for school improvement in the LEA, and location of the LEA in an empowerment zone or enterprise community. An LEA that determines that it has been incorrectly omitted and would like to petition to be included as an eligible LEA should contact the AZ Reads office at 602-542-5031 or by e-mail at azreads@ade.az.gov.

Purpose of Reading First Program

Reading First schools must be willing to:

- **Implement scientifically – based reading programs, materials and instruction in a K-3 comprehensive system;**
- **Participate in high-quality, relevant professional development that is in-depth and on-going and supported with coaches/mentors;**
- **Use valid and reliable screening, diagnostic, on-going classroom and outcome assessments to tailor instruction; and**
- **Participate in statewide accountability, leadership structures, and program evaluation.**

Pre-Application Process

Applicants for Reading First subgrants must complete a Pre-Application to determine the capacity and commitment to implement the goals of Reading First. Responses to the narratives and tables listed below will be evaluated using the attached scoring rubric. LEAs will submit a self-assessment of the current reading program at each targeted school that describes the status of and the efforts to improve student reading achievement and a comprehensive appraisal of the identified gaps that need to be addressed. The reviewers will evaluate the commitment of the LEA to ensuring that all students learn to read, the use of assessment data to improve reading instruction, the sharing among the staff at all levels, and the leadership from LEA and school administrators to support improvement in reading achievement. This will determine the capacity and willingness of an LEA to use Reading First funds to improve student achievement and implement programs and strategies scientifically-proven to be effective. LEAs judged to have sufficient capacity will be invited to respond to the RFP for Reading First by applying electronically through the ADE Grants System.

An LEA may write a proposal to serve more than one of its eligible schools. Such proposals must demonstrate that the LEA has the capacity to oversee multiple sites and the commitment to participation by the staff of each site is firm. Each LEA that receives a competitive subgrant must receive at least the same percentage of the Arizona's total Reading First subgrant funds as the LEA received of the total Title I, Part A funds received by all LEAs in Arizona for the preceding fiscal year. This does not create an entitlement to any LEA; it applies to those that successfully meet the subgrant criteria.

LEAs may propose to form a consortium for the purpose of administering a Reading First grant. Each member LEA of the consortium must be an eligible LEA that, as a single applicant, cannot meet the capacity requirements on its own.

Technical Assistance for Pre-Application

Technical assistance to LEAs in preparing Reading First applications is available from the US Department of Education and ADE. The non-regulatory program guidance and other resources are available on the USED web site at www.ed.gov. The ADE will provide technical assistance through the AZ READS web page on the ADE web site at www.ade.az.gov/azreads and through workshops at the following sites and dates:

Workshop 1 – North Region
Workshop 2 – Central Region
Workshop 3 – South Region

You may also contact the AZ READS office at 602-542-5031 or by e-mail at azreads@ade.az.gov.

On-Line Pre-Application Instructions

All Pre-applications will be submitted electronically by accessing the forms through the common logon and selecting "Reading First Pre-Application." This new web-based feature is similar to the supplemental application forms that appear after the fiscal part of applications in the ADE Grants System. The Reading First Pre-Application process requires only the data and narratives listed and does not require budget information. Applicant LEAs will be evaluated on their commitment and capacity to implement a Reading First program to serve its selected schools in need of improvement of reading achievement.

As with any application accessed through the common logon, the system will "time-out" after one hour of inactivity. Pages do not save automatically; each page must be saved before proceeding to the next. If you prepare narrative answers in a word processing document, cut and paste the responses into the appropriate boxes, and then save, you will be able to complete the application without losing data to system time limits. Narrative answers are not limited to the space on your screen; the box will expand to fit your response. Hard returns and punctuation are permitted in the narrative text boxes.

Review of Pre-Applicant Proposals

Responses to the instructions listed below will be evaluated using a scoring rubric.

1. Provide a brief description of the LEA and each school to be served using Reading First funds. Explain how the campus is organized; describe the characteristics of the student population, the teaching and administrative staff; and discuss the access to resources from the community.

2. Describe the current K-3 reading program at each site to be served. Address strengths and weaknesses in the areas of:

    a. Levels of student achievement;
    b. Kinds of programs and materials currently being used;
    c. Preparation of the K-3 teaching and support staff;
    d. Preparation of the building principal and administrators;
    e. Professional development in the area of reading provided to the school staff over the last two years;
    f. Opportunities for building staff to collaborate and share in decision-making by grade level, across grade level and building wide; and
    g. Teacher/administrator turnover.

3. Describe the kinds of assessments of reading achievement and how the results are used.

4. Describe the commitment and support from the LEA administration to implementing a comprehensive approach to reading instruction to achieve the goal that all students learn to read. If the LEA proposes to serve multiple schools, include information about opportunities to collaborate and share in decision-making across the LEA.

5. Provide any additional information or discuss additional challenges that need to be overcome not listed any of the above responses. Explanations will be assessed in each rubric category of 1 through 4 above.

6. Assurances of compliance to requirements. This is a mandatory compliance, and no rubric will be used to assess it.

Evaluation of Preapplication

The rubric listed on the next few pages will be used to assess Pre-Applications.

Criteria	**Exemplary** **Points: 2-8** **(2 points each)**	**Meets Standard** **Points: 1-4** **(1 point each)**	**Does Not Meet Standard** **Points: 0**
LEA and Schools	1. LEA description includes a detailed description of location characteristics, demographic information, size and composition of staff, and community resources disaggregated by school.	1. LEA description includes an adequate description of location characteristics, demographic information, size and composition of staff, and community resources. 2. Schools to be served are listed with an adequate description of the eligibility criteria the LEA will use in their selection.	1. LEA description does not include an adequate description of location characteristics, demographic information, size and composition of staff, and community resources. 2. Schools to be served are not listed or do not meet eligibility requirements of Reading First.

	2. Schools to be served are listed with a detailed description of the eligibility criteria the LEA will use in identifying schools to be served as well as identifying schools that will not be served that might meet eligibility criteria. 3. A description of each school to be served is provided as well as the LEA's capacity to provide services to identified schools.	3. A description of each school to be served is provided.	3. Inadequate description of each school to be served.
Criteria	**Exemplary** **Points: 2-18** **(2 points each)**	**Meets Standard** **Points: 1-9** **(1 point each)**	**Does Not Meet Standard** **Points: 0**
K-3 Reading Programs	1. Achievement data are disaggregated by various groups, various schools, and grades levels. 2. The LEA has adopted a single program or basal reading series aligned to SBRR with a rationale for its selection and use. 3. The LEA demonstrates its process of aligning curriculum to the Arizona Academic Standards.	1. Analysis of achievement data is presented. 2. The LEA has a variety of reading programs that may differ among schools and describes each with a rationale for its use. Supplemental materials are identified that fill in identified gaps. 3. The LEA demonstrates how its reading program aligns with Arizona Academic Reading Standards.	1. Little or no achievement data is presented. 2. Individual teachers may use different programs within the school and a rationale for this approach is provided. 3. Little or no evidence of curriculum alignment with Arizona Academic Standards is provided.

	4. Detailed description of a comprehensive plan to use Title I funds to supplement the existing reading program. 5. Levels of preparation of K-3 teachers is provided including incentives for teacher advancement and opportunities for teachers to become coaches/mentors. New Teacher Induction Program for K-3 reading is described. 6. A description of the training the LEA has provided for all instructional staff in SBRR components. 7. Evidence that building administrators have the flexibility and autonomy to make the organizational and leadership decisions necessary to support reading instruction. 8. Evidence is provided of opportunities for staff collaboration for reading instruction that are frequent and standard practice in the school including the ongoing examination of student data in reading.	4. Sufficient clear description of how the Title I program supplements the existing reading program. 5. Levels of preparation of K-3 teachers is provided including degrees and endorsements earned, other formal training and locally provided professional development in reading. Numbers of coaches/ mentors in the LEA are identified with descriptions of their job responsibilities. 6. A description of the professional development the LEA has provided for all instructional staff in reading instruction. 7. Levels of preparation (degrees and endorsements) earned of district and building administrators and evidence of their ability to serve as instructional leaders.	4. Little or no description of how the Title I Program supplements the existing reading program. 5. Little or no description of levels of preparation of K-3 teachers OR levels of preparation are weak. No evidence that a coaching/ mentoring system or new teacher induction program is in place. 6. Little or no professional development is offered in reading instruction to instructional staff. 7. Little or no preparation or evidence of preparation of administrators as instructional leaders, particularly building principals is provided. 8. Little or no evidence of staff collaboration time for reading instruction.

		8. Evidence is provided of opportunities for staff collaboration time that is scheduled on a regular basis.	
Criteria	**Exemplary** **Points: 3-12** **(3 points each)**	**Meets Standard** **Points: 2-8** **(2 points each)**	**Does Not Meet Standard** **Points: 0**
Assessments of Reading Levels	1. The LEA has established building level procedures to analyze student data from standardized tests to make instructional decisions. 2. The LEA uses LEA developed assessments and has established procedures for K-3 teachers to use ongoing progress monitoring assessments for K-3 readers throughout the year and methods to use the data. 3. Evidence is provided of teacher knowledge and experience in the selection and use of a variety of reading assessments.	1. The LEA uses standardized tests and disaggregated data to make district level program decisions including allocation of district resources. 2. The LEA uses LEA developed assessments to evaluate its K-3 readers based on benchmarks it has established for each grade K through 3rd grade and reports results to school personnel and parents. 3. Adequate evidence is provided of attempts to raise teacher knowledge of the selection and use of a variety of reading assessments.	1. The LEA uses standardized tests to evaluate K-3 readers. 2. The LEA uses LEA developed assessments. 3. Little or no evidence is provided to demonstrate teacher knowledge of the selection and use of a variety of reading assessments. 4. Little or no evidence of reliability and validity of assessments used to measure K-3 reading progress.

	4. Evidence of the reliability and validity of assessments used to measure K-3 reading progress is provided and their alignment to the standards, curriculum, essential components of reading instruction and the selected program.	4. Adequate evidence of the reliability and validity of assessments used to measure K-3 reading progress is provided.	
Criteria	**Exemplary** **Points: 2-20** **(2 points each)**	**Meets Standard** **Points: 1-10** **(1 point each)**	**Does Not Meet Standard** **Points: 0**
Commitment and Support	1. The LEA describes in detail the system it has in place to provide support for reading teachers in the targeted schools. 2. Support persons at the LEA level are highly knowledgeable about SBRR instruction. 3. LEA describes significant success in retaining staff, both teachers and administrators. 4. Teachers have easy access to coaches and mentors to improve their instruction using SBRR components. 5. Teachers have easy access to the building and LEA administrators who have knowledge of SBRR instruction.	1. The LEA demonstrates sufficient capacity to provide support for reading teachers in the targeted schools. 2. Support persons at the LEA level have sufficient knowledge of SBRR instruction. 3. LEA describes attempts to reduce teacher and administrator turnover and its effects. 4. Teachers have some access to coaches and mentors to improve their instruction of reading.	1. The LEA does not demonstrate sufficient capacity to provide support for reading teachers in the schools. 2. LEA leadership is not knowledgeable about SBRR reading instruction. 3. LEA demonstrates significant teacher and administrator turnover. 4. Teachers have no access to coaches or mentors to improve their teaching and the capacity to do so is limited.

	6. The LEA, administrators and teachers have evaluated the data and have designed and implemented a school improvement plan to address deficiencies. 7. The LEA has prioritized the reallocation of resources to schools in school improvement as they implement strategies to improve reading instruction. 8. The LEA demonstrates it already provides support for flexibility in organization of instruction at the school to allow time outside of the classroom to plan and implement programs like Reading First. 9. The LEA describes how the K-3 staff will collaborate at each school and across the district to prepare and plan the Reading First program.	5. Teachers have access to the building and LEA administrators who have knowledge of SBRR instruction. 6. The LEA, administrators, and teachers have evaluated data regarding reading scores and have attempted to address the deficiencies given current resources. 7. The LEA is providing support to schools in school improvement as they implement their reading improvement plans. 8. The LEA demonstrates it is prepared to provide sufficient support for flexibility in organization of instruction at the school to allow time outside of the classroom to plan and implement a Reading First program.	5. Teachers have no or limited access to the building LEA administrators who may have knowledge of SBRR reading instruction. 6. The LEA, administrators, and teachers have not evaluated data regarding reading scores to address the deficiencies. 7. The LEA provides limited support to schools in school improvement. 8. The LEA demonstrates it is not prepared to provide support for flexibility in organization of instruction at the school to allow time outside of the classroom to plan and implement a Reading First program. 9. The LEA provides little or limited description of how the staff at each school will prepare and plan a Reading First Program.

	10. The LEA demonstrates its capacity to mobilize, within each school and across the district, the entire K-3 staff as well as the community, in a concentrated effort to improve reading achievement for all students, including staff beyond grade 3.	9. The LEA describes how the K-3 staff of each school will be involved in the preparation of the grant application and design of the Reading First program. 10. The LEA demonstrates its capacity to mobilize, within each school and across the district the entire K-3 staff as well as the community, in a concentrated effort to improve reading achievement for all students.	10. The LEA demonstrates it has limited capacity to mobilize within each school and across the district the entire K-3 staff as well as the community in a concentrated effort to improve reading achievement for all students.

Reading First Program – Request for Proposals (DRAFT)

Overview

Reading First is authorized under Title I, Part B, Subpart 1 of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act of 2001*. Reading First is the largest – and yet most focused – early reading initiative this country has ever undertaken. The program will provide support to the ADE, local educational agencies, and schools to implement proven methods of early reading instruction in classrooms. By applying the best and most rigorous scientifically-based reading research and coordinating with other federal, state, and local initiatives aimed at improving reading instruction, this important new initiative will help to improve student achievement and ensure that all children learn to read well by the end of third grade. Through Reading First, subgrants of a minimum of $250,000 per school per year for three years (with a possible additional three-year renewal period) are available to LEAs that meet the eligibility criteria. The ADE has developed eligibility and selection criteria that distinguish among applicants based on the need to improve reading achievement and the research-base and quality of the programs they propose to implement.

Submission of Proposals

LEAs that have successfully completed the Pre-Application for Reading First Grant process will be invited to submit a Request for Proposal to compete for Reading First Program funding. The directions for completing the RPF are attached. Please follow all instructions on the individual sections and submit the complete package via the ADE Grants System at www.ade.az.gov/gme/. Program specific assurances are included in the supplemental application section. Electronic submission reduces processing time and improves accuracy of the data and information you submit. You will not be able to submit your application until all of the required pages are completed. All proposals must be

submitted by XXXXXX. The RFPs will be evaluated using the attached scoring rubric and subgrants will be awarded accordingly.

RFP Workshops

Regional workshops to provide technical assistance in preparing the Reading First RFPs will be held as follows:

Workshop 1 North region
Workshop 2 Central region
Workshop 3 South region

For site details and registration see the attached workshop schedule page or contact the AZ READS office at 602-542-5134.

Project Duration, Reporting, and Monitoring

Reading First Subgrants will be awarded for up to three years with the possibility of renewal for three more years, dependent upon the receipt of federal funding. Each successful LEA will submit a yearly application that establishes a budget for the year. Annual project evaluations – completed by APRC and in compliance with the mandated evaluation design and using the required evaluation instruments required by APRC -- will be required for each LEA prior to approval for subsequent year's funding. Schools and LEAs that fail to implement activities as approved in the original application or comply with reporting or other requirements from the AZ READS office may be denied continuation funds.

LEAs must respond to the following to apply for Reading First subgrants:

1. **Selection of Schools to be Served:** The LEA or consortium may write a proposal to serve more than one of its eligible schools. Such proposals must demonstrate that the LEA/consortium has the capacity to oversee multiple sites and the commitment to participation by the staff of each site is firm.

   1.1 Describe the process the LEA will use to identify schools to be served and the criteria used by the LEA in their selection.

2. **Instructional Reading Assessments/Accountability** : The LEA describes the screening, diagnostic and classroom-based and outcome assessments that the schools will use, including the validity and reliability of these assessments.

   2.1 Describe the assessment program in the LEA and school that measures student reading progress. Describe how the assessment program aligns with the State

accountability system.

2.2 Describe how the selection and use of rigorous screening, diagnostic, and progress monitoring assessments that are valid and reliable will be used to make instructional decisions.

2.3 Describe how the process for preventive and supportive intervention programs based on assessment will be used for:

- Students learning English as a second language;
- Students who are at risk for special education; and
- Students who need extra reading assistance, support and instruction.

2.4 Describe how student progress in reading will be communicated to staff and community members on a regular basis.

3. **Reading Programs and Instructional Strategies**: The LEA/consortium will implement a reading instructional program that contains the components of SBRR and aligns with the Arizona Academic Standards.

3.1 Describe the selection process for Reading First programming and the rationale for its selection based on scientific research.

3.2 Describe the implementation plan for a comprehensive program of reading instruction based on scientific research that includes the essential components of reading instruction for children grades K-3.

3.3 Describe how this reading program aligns with the Arizona Academic Standards in Reading and Writing to ensure that students will be prepared to meet the standards as demonstrated on third grade AIMS.

4. Instructional Materials: The LEA describes how the instructional materials aligned to scientific research will be used for its intended audience and purpose.

4.1 Describe the selection process of instructional materials for Reading First programming including supplemental and intervention materials that are based on scientific research and are integrated and coordinated with the comprehensive reading program.

4.2 Describe the implementation plan of instructional materials that are based on scientific research.

5. Professional Development: The LEA will provide and participate in ongoing professional development activities.

   5.1 Describe the professional development opportunities currently in place for teachers of K-3 reading and special education teachers of reading in grades K-12 including the professional development offered in state standards and assessments.

   5.2 Describe the implementation plan of professional development as specified by Reading First programming that will provide adequate time and incentive for teachers to learn new concepts and to practice what they have learned. Describe how the LEA will ensure participation in designated professional development activities and the provision of an adequate number of coaches and mentors at each school site who can provide feedback as instructional strategies are put into place. Describe the number and expertise of LEA administrators who can provide support and assistance to schools in the implementation of professional development activities.

   5.3 Describe how the Reading First professional development will be integrated into LEA level professional development opportunities and coordinated with SEA sponsored professional development.

   5.4 Describe how the LEA will target professional development for teachers who need additional assistance and support.

   5.5 Describe how the LEA will support and provide technical assistance to schools and staff in Reading First programs and coordinate these activities with the SEA.

6. Evaluation and Reporting: the LEA will submit an evaluation plan that aligns with the state evaluation plan.

   6.1 LEA agrees to participate in the evaluation plan required by ADE (APRC/RMC formative and outcome evaluation) and describes how the lea will comply with the evaluation plan at the district and school level.

   6.2 Describe the LEAs plan to make decisions related to their Reading First programs based on evaluation outcomes including intervention and discontinuation of funds to schools not making significant progress.

7. Access to Reading Material: The LEA will provide students access to reading materials.

   7.1 Describe how the LEA and each targeted school will promote reading and library programs that provide access to engaging reading materials.

8. Partnerships : The LEA will establish literacy partnerships.

   8.1 Describe how each participating school will create partnerships with community and family literacy programs to raise student reading achievement, including the award of an Early Reading First Grant, if applicable.

9. Competitive Priorities: The LEA is entitled to prioritization.

   9.1 Describe elements of the plan that may entitle the LEA to a competitive priority.

Scoring Rubric

Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Schools to be Served	1. LEA identifies schools that will not be served that meet the eligibility criteria. 2. LEA provides criteria used to identify schools that will and will not be served that meet the eligibility criteria. 3. LEA plans for school that meet eligibility criteria; however, will not be included in the proposal.	1. LEA adequately identifies the schools to be served and the criteria the LEA used to determine its selection, including a) percentage of K-3 students reading below grade level, b) numbers of K-3 students served, c) poverty level, and d) one or more of the following: School is a Title I school in School Improvement or is in a designated empowerment zone or enterprise community.	1. LEA does not adequately identify the schools to be served and the criteria the LEA used to determine its selection, including a) percentage of K-3 students reading below grade level, b) numbers of K-3 students served, c) poverty level, and d) one or more of the following: School is a Title I school in School Improvement or is in a designated empowerment zone or enterprise community.

Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Instructional Assessments	1. LEA provides a detailed two-year schedule and plan to conduct valid reliable K-3 grade reading assessments for screening, diagnostic, and classroom based purposes (DIBELS AND TPRI). 2. LEA provides a detailed two-year schedule and plan to make instructional decisions classroom instruction and appropriate interventions for K-3 students based on information from valid reliable K-3 grade reading assessments for screening, diagnostic, and classroom based	1. LEA states selected K-3 grade level reading assessments from ADE recommended list of valid and reliable assessments for screening, diagnostic, and classroom based instructional purposes (DIBELS AND TPRI). 2. LEA states selected K-3 grade level reading assessments targeting students at risk for special education, ELL, or students needing extra reading assistance, support, and instruction.	1. LEA does not select K-3 grade level reading assessments from ADE recommended list of valid and reliable assessments for screening, diagnostic, and classroom based instructional purposes (DIBELS AND TPRI). 2. LEA does not select K-3 grade level reading assessments targeting students at risk for special education, ELL, or students needing extra reading assistance, support, and instruction. 3. LEA does not

	purposes. 3. LEA provides a detailed two-year plan on how student progress in reading will be communicated to staff and community on a regular basis.	3. LEA provides a plan to communicate student progress in reading to staff and community on a regular basis. 4. LEA ensures selected reading assessments for screening, diagnostic, and classroom-based instructional purposes will be purchased and utilized. 5. LEA provides evidence that selected reading assessments for screening, diagnostic, and classroom based instructional purposes are valid and reliable. 6. LEA provides evidence that selected reading assessments for screening diagnostic and classroom based instructional purposes are aligned with the instructional reading program.	provide evidence that selected reading assessments for screening, diagnostic, and classroom based instructional are aligned with the instructional reading program. 4. LEA does not ensures selected reading assessments for screening, diagnostic, and classroom-based instructional purposes will be purchased and utilized. 5. LEA does not provide evidence that selected reading assessments for screening, diagnostic, and classroom based instructional purposes are valid and reliable.

Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Instructional Strategies and Programs	1. LEA provides a coordinated instructional sequence that is aligned with instructional materials, provides for ample practice opportunities, and uses instructional strategies and programs that teach the five components of reading, including explicit and systematic instructional strategies.	1. LEA states how instructional strategies based on scientifically-based reading research will be implemented. 2. LEA states the scientifically-based comprehensive reading program that will be selected and implemented to provide instruction to all K-3 students. 3. LEA states instructional strategies and programs to be implemented that teach the five essential components of reading.	1. LEA does not adequately describe how instructional strategies based on scientifically-based reading research will be implemented. 2. LEA does not state the scientifically-based comprehensive reading program that will be selected and implemented to provide instruction to all K-3 students. 3. LEA does not adequately describe instructional strategies and programs to be implemented that teach the five essential components of reading.

		4. LEA states instructional strategies and programs to be implemented that will enable students to reach the level of reading proficiency.	4. LEA does not adequately describe instructional strategies and programs to be implemented that will enable students to reach the level of reading proficiency.
	2. LEA states how instructional strategies and programs will offer students explicit, systematic instruction in phonemic awareness (e.g., isolating and manipulating the sounds in words); phonics (e.g., blending sounds, using texts that allow students to practice their phonics knowledge); fluency (e.g., assisted, repeated oral reading); comprehension (e.g., summarizing text, graphic and semantic organizers, asking and answering questions, summarization); and vocabulary (e.g., repeated exposure to the meanings of words in varieties of contexts). 3. LEA provides evidence the scientifically-based reading program is aligned with state standards to ensure that students reach the level of proficiency or better	5. LEA provides evidence that 100 percent of k-3 staff and administration are willing to select and implement a scientifically-based comprehensive reading program without layering selected program on top of non-research based programs already in use.	5. LEA does not provide evidence that 100 percent of k-3 staff and administration are willing to select and implement a scientifically-based comprehensive reading program without layering selected programs on top of non-research based programs already in use.

	on state reading/language arts assessments. 4. LEA states the instructional programs to be selected and implemented from the ADE recommended list that are based on scientifically-based reading research.		
Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Instructional Materials	1. LEA states how the selected K-3 grade level reading instructional materials, including supplemental and intervention programs that support the teaching of the five components of reading, including effective program elements such as explicit instructional strategies, a coordinated instructional sequence, and ample practice opportunities, and area aligned with the comprehensive reading program.	1. LEA states selected K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials. 2. LEA states selected K-3 grade level reading instructional materials, including supplemental and intervention programs targeting ELL from ADE recommended list of scientifically-based materials.	1. LEA does not select K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials. 2. LEA does not select K-3 grade level reading instructional materials, including supplemental and intervention programs targeting ELL from ADE recommended list of scientifically-based materials. 3. LEA does not adequately describe

		3. LEA states how selected K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials will be utilized. 4. LEA ensures selected K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials will be purchased.	how selected K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials will be utilized. 4. LEA does not ensure selected K-3 grade level reading instructional materials, including supplemental and intervention programs from ADE recommended list of scientifically-based materials will be purchased.
Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Instructional Leadership	1. LEA states individual with sufficient authority who will be responsible for aligning the reading curriculum to State standards, evaluating LEA and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring of	1. LEA designates individuals with expertise to provide instructional leadership 2. LEA states clear duties and responsibilities of designated individuals to ensures individuals will have sufficient time to provide	1. LEA does not designate individuals with expertise to provide instructional leadership 2. LEA does not adequately describe duties and responsibilities of designated individuals to ensures individuals will have sufficient

	student and teacher data. 2. LEA provides plan for individual with sufficient authority who will be responsible for aligning the reading curriculum to State standards, evaluating LEA and school reading progress, analyzing achievement data, and making real time school and classroom decisions based on continuous progress monitoring of student and teacher data. 3. LEA provides documentation that mandates principals, building leaders, and LEA leaders will participate in professional development prescribed by ADE for AZ READS/Reading First which includes the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring. 4. LEA states how continuity of leadership at the school level will be sustained.	instructional leadership. 3. LEA ensures principals and building leaders will participate in professional development prescribed by ADE for AZ READS/ Reading First which includes the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring. 4. LEA states selected LEA leaders and ensures their participation in professional development prescribed by ADE for AZ READS/ Reading First which includes the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring.	time to provide instructional leadership. 3. LEA does not ensure principals and building leaders will participate in professional development prescribed by ADE for AZ READS/ Reading First which includes the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring. 4. LEA does not state selected LEA leaders and does not ensure their participation in professional development prescribed by ADE for AZ READS/ Reading First which includes the essential components of reading and their application to instructional programs and materials, implementation processes and progress monitoring.

Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
District and School Based Professional Development	1. LEA provides a clear plan with explicit means for assessing the specific professional development needs. 2. LEA provides a detailed budget to demonstrate all K-3 teachers and K-12 special education teachers will participate in all professional development prescribed by ADE for AZ READS which includes the essential components of reading; implementing scientifically-based instruction materials, programs, and strategies; screening, diagnostic, and classroom based instructional using a variety of delivery methods; and state reading standards and assessments.	1. LEA ensures and states names of all K-3 teachers and K-12 special education teachers who will participate in all professional development prescribed by ADE for AZ READS which includes the essential components of reading; implementing scientifically-based instruction materials, programs, and strategies; screening, diagnostic, and classroom based instructional using a variety of delivery methods; and state reading standards and assessments. 2. LEA states how targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading	1. LEA does not ensure and does not state names of all K-3 teachers and K-12 special education teachers who will participate in all professional development prescribed by ADE for AZ READS which includes the essential components of reading; implementing scientifically-based instruction materials, programs, and strategies; screening, diagnostic, and classroom based instructional using a variety of delivery methods; and state reading standards and assessments. 2. LEA does not adequately describe targeted professional development for teachers who need additional assistance with skills and

	3. LEA states how targeted professional development for teachers who need additional assistance with skills and strategies related to improving reading instruction and how these teachers will be identified. 4.LEA provides documentation that dedicates excess of five percent of their Reading First subgrant funds to their Regional Support Center.	instruction. 3. LEA provides documentation that dedicates five percent of their Reading First subgrant funds to their Regional Support Center.	strategies related to improving reading instruction.
Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
District Based Technical Assistance	1. LEA describes how it will provide high quality technical assistance related to identifying professional development needs of individual participating schools, setting goals and benchmarks, and budgeting to participating schools and states individual who will provide the high quality technical assistance to the participating schools.	1. LEA describes how it will provide high quality assistance related to the implementation of AZ READS/ Reading First to participating schools and ensures coordination with ADE and other outside experts to provide their assistance. 2. LEA describes how it will assist	1. LEA describes how it will provide high quality assistance related to the implementation of AZ READS/ Reading First to participating schools and ensures coordination with ADE and other outside experts to provide their assistance. 2. LEA describes how it will assist

		participating schools in evaluating their Reading First program.	participating schools in evaluating their AZ READS/Reading First program.
Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Evaluation Strategies	1. LEA describes an additional evaluation plan that exceeds the requirements as outlined in the state's evaluation plan, to be conducted by APRC/RMC. 2. LEA explains how reading achievement data will be reported by disaggregating low-income, major racial/ethnic groups, ELL, and special education for K-3 students in AZ READS/ Reading First schools with valid and reliable measures and states individual responsible for such reporting.	1. LEA agrees to participate in the evaluation plan required by ADE (APRC/RMC formative and outcome evaluation) and describes how the lea's plan will comply and align at the district and school level with the state level plan including role of responsible parties and timeline of activities. 2. LEA explains how reading achievement data will be collected and reported by disaggregating low-income, major racial/ethnic groups, ELL, and special education for K-3 students in Reading First schools and states individual responsible for such reporting. 3. LEA describes how it will identify,mon-itor, assist schools in	1. LEA does not agree to participate in the evaluation plan required by ADE (APRC/RMC formative and outcome evaluation) and does not describe how the lea will comply with the evaluation plan at the district and school level. 2. LEA does not explain how reading achievement data will be reported by disaggregating low-income, major racial/ethnic groups, ELL, and special education for K-3 students in Reading First schools and does not state individual responsible for such reporting. 3. LEA does not adequately describe

		using valid/reliable evaluation info; intervene and make decisions particularly for schools not making sufficient progress, with a timeline and designated persons responsible.	how it will monitor/ intervene assist and make decisions based on eval. information particularly for schools not making sufficient progress.
Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Access to Print Materials	1. LEA describes how it will promote reading and library programs that will provide student access to a wide array of engaging reading materials which includes both expository and narrative texts, and coordinates with programs funded under the Improving Reading through School Libraries program, if applicable.	1. LEA describes how it will promote reading and library programs that will provide student access to engaging reading materials, including coordination with programs funded under the Improving Reading through School Libraries program, if applicable.	1. LEA does not adequately describe how it will promote reading and library programs that will provide student access to engaging reading materials, including coordination with programs funded under the Improving Reading through School Libraries program, if applicable.

Criteria	**Exemplary** *(In addition to meeting all conditions listed in "Meets Standards")* **Points: 6-10**	**Meets Standard** *(Meets all conditions listed for each criterion)* **Points: 1-5**	**Does Not Meet Standard** *(Does not meet one or more of the conditions listed for each criterion)* **Points: 0**
Competitive Priorities and Partnerships	1. LEA describes how it will ensure successful implementation of instructional strategies and programs based on scientifically-based reading research. 2. LEA describes how all funding resources are being coordinated to target K-3 reading achievement. 3. LEA describes a detailed plan on how each participating school will build on existing partnerships with community and family literacy programs to raise student reading achievement. 4. LEA describes how AZ LEARNS/Reading First funds will leverage existing resources to maximize overall effects. 5. LEA describes how ongoing use of valid and reliable measures to document reading progress will continue.	1. LEA demonstrates at least 15 percent of students served in the LEA are from families with incomes below the poverty line or at least 6,500 children in LEA are from families with incomes below the poverty line. 2. LEA describes how AZ LEARNS/ Reading First funds will leverage existing resources to maximize overall results. 3. LEA describes how each participating school will create partnerships with community and family literacy programs to raise student reading achievement. 4. LEA provides evidence that its ADM (average daily membership) is at or above 200 students.	1. LEA does not demonstrate at least 15 percent of students served in the LEA are from families with incomes below the poverty line or at least 6,500 children in LEA are from families with incomes below the poverty line. 2. LEA does not describe how AZ LEARNS/Reading First funds will leverage existing resources to maximize overall results. 3. LEA does not describe how each participating school will create partnerships with community and family literacy programs to raise student reading achievement. 4. LEA does not provide evidence that its ADM (average daily membership) is at or above 200 students.

	6. LEA documents they are in receipt of an Early Reading First grant award.		

E. PROCESS FOR AWARDING SUBGRANTS

There will be four phases to the award process. These are described below.

Phase I: Planning

The State will build a knowledge base and build its own capacity in this phase. Information about the goals of the State's Reading Initiative AZ READS, new Arizona reading legislation, policies and procedures, development of its AZ READS web site, and information about Reading First will be disseminated. Guidelines to select and develop assessments, reading programs and curriculum reviews will be developed. The State will also begin training state level trainers in August, 2002 to begin training others in June, 2003. Pre-Application workshops will be held during this phase for all eligible LEAs. The first cycle of subgrant funding will be announced in November of 2002. Interested LEAs will be invited to attend a Pre-Application conference during November, in which funding requirements will be thoroughly explained. Every LEA will be invited to attend one of three Pre-Application workshops, hosted by ADE in three sites in Arizona (Flagstaff, Phoenix, and Tucson). Logistically, these workshop sites are accessible to all LEAs. Announcements will be made through mail and email, requiring confirmation of receipt. In cases where LEAs do not respond, ADE staff will make contact with the LEAs through phone calls.

Phase II: Pre-Application

As has been previously stated, to determine LEA capacity and willingness to use Reading First funds for its stated purpose, ADE will require a pre-application. LEAs will demonstrate how they meet the eligibility requirements. LEAs will submit a self-assessment of the current reading program at each targeted school that describes the status of and the efforts to improve student reading achievement and a comprehensive appraisal of the identified gaps that need to be addressed. LEAs judged to have sufficient capacity and commitment to comply with Reading First guidelines will be invited to respond to the RFP for Reading First by applying electronically through the ADE Grants System. ADE will accept pre-applications from LEAs in December, 2002. It is anticipated that two-thirds of the 114 eligible LEAs will submit Pre-Applications; the Pre-Application process will significantly narrow the eligible applicant pool. The Pre-Application will be an abbreviated proposal, designed to determine the eligibility, commitment, and capacity to comply with the requirements of Reading First of LEAs advancing to the next stage of the Application process. The Pre-Application will consist of 1) information documenting LEA eligibility 2) assurances from LEAs that they will comply with the requirements of ADE, 3) evidence of the LEAs capacity to implement the Reading First program successfully, as noted in the rubrics in the prior section. LEAs will not be required to submit research, data, timelines, budgets, or other specific information to demonstrate how the subgrant requirements will be met at this point in time. ADE does not wish to place a burden on LEAs that may be unprepared or do not have the capacity to develop Reading First programs during the first cycle of subgrant allocations.

Phase III: Subgrant Award Process

Successful applicants will be invited to submit full proposals in February, 2003. Notifications of funding will be released in March, 2003. ADE will host another round of Application workshops in Flagstaff, Phoenix, and Tucson. The full-day conferences will describe:

1. The No Child Left Behind Program,
2. The National and State Reading First philosophies and strategies,
3. LEA eligibility requirements,
4. Scope of Work requirements, including:

    a. Schools to be served,
    b. The selection criteria for assessments, based on *An Analysis of Reading Assessment Instruments for K-3*, authored by Dr. Edward J. Kame'enui and the institute for the development of educational achievement; the rationale for DIBELS and TPRI will be presented
    c. Instructional strategies and programs,
    d. Instructional materials,
    e. Instructional leadership,
    f. District and school-based professional development,
    g. District-based technical assistance,
    h. Evaluation strategies (compliance to state evaluation plan, with defined roles and responsibilities of sea/lea/school),
    i. Access to print materials,
    j. Additional criteria, and
    k. Competitive priorities.

5. Budget and budget narrative requirements,
6. Assurances, certifications, and other signature forms,
7. The scoring rubric,
8. Reviewer processes and qualifications,
9. Timelines,
10. Points of contact at:

    a. ADE, for professional development information and technical assistance;
    b. Regional Support Centers, for establishment of connections necessary for applications; and
    c. APRC, for guidance on elements of evaluation.

During the conference, LEAs will meet in small groups with facilitators to discuss concerns. Attendees will then reconvene as a group to walk through questions raised. Questions and responses will be documented and distributed to all LEAs after the three conferences have been completed.

ADE will continue to make available technical assistance to the LEAs to clarify eligibility criteria, the scope of work, and other aspects of the Application process. Communications will

remain open with LEAs throughout the Application process, and ADE will do everything possible to assist LEAs in framing the best and highest quality Application possible.

Pre-Applications and applications will be submitted to the Arizona Department of Education on its on-line grants Application system. Reviewers of LEA Reading First Applications will be selected by the AZ READS Reading Leadership Advisory Board. Priority will be given to reviewers who, by their resumes, demonstrate strong knowledge of scientifically-based reading research. The review panel will be made up of teachers, administrators, university faculty, WestEd, and ADE.

The Review Panel will apply the scoring rubric detailed in the prior section of this proposal. A copy of the actual RFP is not available at this point, although draft language is submitted in this proposal. The rubric offers quality insight into the criteria that will be used to assess Applications.

In applying the rubric, members of the review panel will initially score independently, and then convene in small groups to collectively reach consensus on scores. After scoring is completed by the review panel, ADE will rank order leas according to their total earned point values. ADE will generally allocate a minimum of $250,000 each year for schools serving 200 to 500 students, with per pupil adjustments in allocations. ADE will generally allocate $300,000 each year for schools serving more than 500 students, with per pupil adjustments in allocations. At minimum, however, the leas will receive the same amount equal to the percentage of total Title I state dollars allocated in the prior year. The rankings and allocation amounts will determine the cut-off point for funding (i.e., while some leas may meet minimum levels in their applications, higher ranking leas may be designated to spend all of the funding that is available due to the title i minimum allocation requirement).

The second cycle of funding will be announced in November of 2005. The process will replicate that of the first cycle.

Phase IV: Implementation and Evaluation

In this phase, schools will implement their plans: ongoing professional development of K-3 staff, implementing a scientifically-based reading program, applying scientifically-based teaching strategies, using ongoing diagnostic and progress monitoring assessments, and conducting evaluation of the implementation process with the assistance of ADE management, professional development, and technical assistance staff as well as APRC/RMC evaluators.

F. STATE PROFESSIONAL DEVELOPMENT PLAN

This section is fully described under I. Improving Reading Instruction, B. State Outline and Rationale for Using Scientifically-Based Reading Research. Per the guidelines for Reading First applicants, the information will not be duplicated in this section.

II. STATE LEADERSHIP AND MANAGEMENT

A. TECHNICAL ASSISTANCE PLAN

The State will structure a two-pronged approach to monitor and assist schools in implementing their Reading First plans:

1. Five ADE Education Program Specialists will visit Reading First subgrant schools frequently to monitor the LEA's progress in implementing its plan and the subgrant school's fidelity, integrity, quality, and adherence to scientific research and its submitted Reading First plan. These staff will review evaluation reports that detail the extent to which the Reading First school is successfully implementing its plan. Any areas of identified need and recommendations for improvement will be addressed by the technical assistance team assigned to that school.

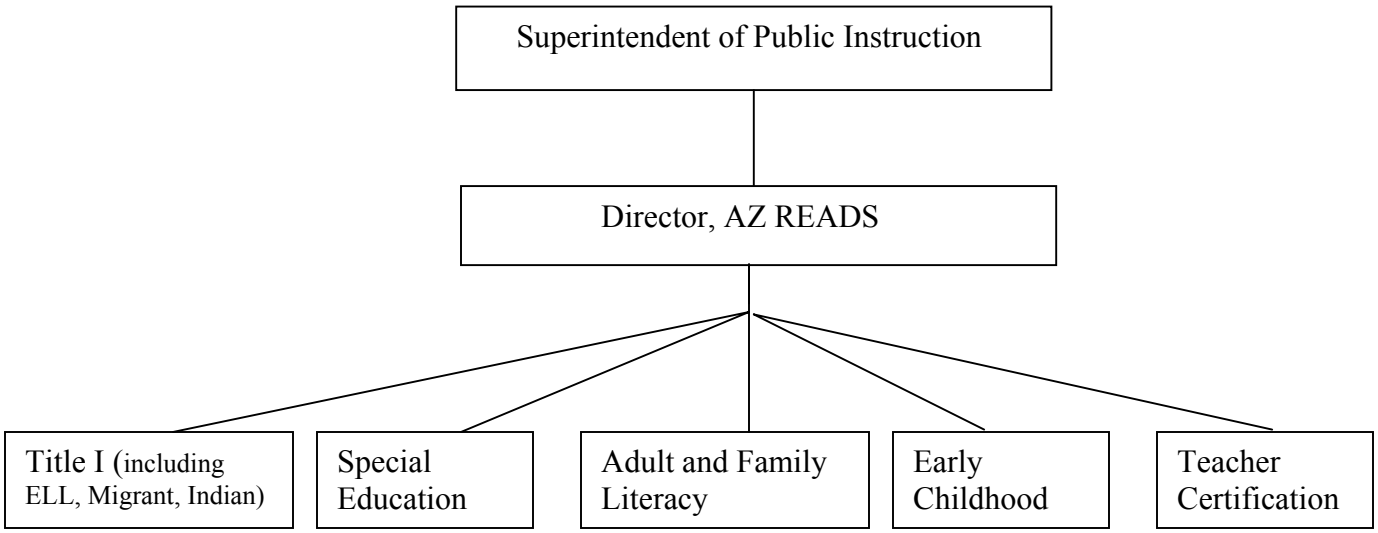
2. Technical assistance teams, made up of fourteen Master Teachers of Reading (MTRs), one housed at each county Regional Support Center, will work collaboratively with the ADE personnel and WestEd staff (the state-level professional development team) to provide technical assistance to Reading First subgrant schools. These specialists will have extensive training in reading research and its implications for instruction; screening, diagnostic and ongoing progress monitoring assessments; and specific strategies for special needs and at-risk populations as described in the previous section. They will use the external review conducted by the monitoring team to partner with the LEA and Reading First school in addressing each component identified. Because the technical assistance team members will also be members of the State's professional development training cohort, connections can be made between the content and skills teachers are learning and the application of such to the classroom. This is where the breakdown of professional development often occurs. By scheduling Reading Institutes in three sessions, participants will have time in between to apply, practice, reflect and evaluate their applications to the classroom. Technical assistants visiting schools as coaches and mentors can provide a seamless transition of skills from training session to classroom with ongoing follow-up and immediate feedback. Additional resources, support, and training will be provided to the school or individual staff members as deemed necessary.

3. The monitoring teams and the technical assistance team will consult and collaborate with the district administrator, designated as the Literacy Coordinator, and the Reading First schools' Literacy Team (made up of the principal, a K-3 reading specialist/coach/mentor, the Title I and/or special education teacher, and a grade level chair from each K-3 grade level) to establish a collaborative effort in implementing and monitoring effective school change and reading instructional practices.

B. BUILDING STATEWIDE INFRASTRUCTURE

As previously stated, it is the intent that the principles and practices of Reading First become the cornerstone of AZ READS and the State's efforts to improve K-3 reading instruction, and that the energy of the Reading First activities impact not just subgrant schools, but all schools in Arizona. The State of Arizona has committed leadership to this task. Superintendent, Jaime A. Molera has made K-3 Reading achievement the foundation of his goal to raise Arizona student achievement and lower the State dropout rate. He has appointed a full-time director to the State's reading initiative whose sole commitment is to improve K-3 reading achievement and has created a team of state-level directors across divisions within ADE to work collaboratively on this effort. This collaborative effort has resulted in a unique professional development plan that will connect all of these divisions with one common theme: the application of scientific research to literacy development and instruction whether it be adult learners, family literacy providers, early childhood teachers, Title I paraprofessionals, special education teachers, bilingual/ELL teachers, or mainstream K-3 teacher classrooms.

Arizona Department of Education Staff



The Governor of the State in consultation with the Superintendent of Public Instruction has established a Reading Leadership Advisory Board to oversee the activities of AZ READS and Reading First. Members are presented in the chart on the next page.

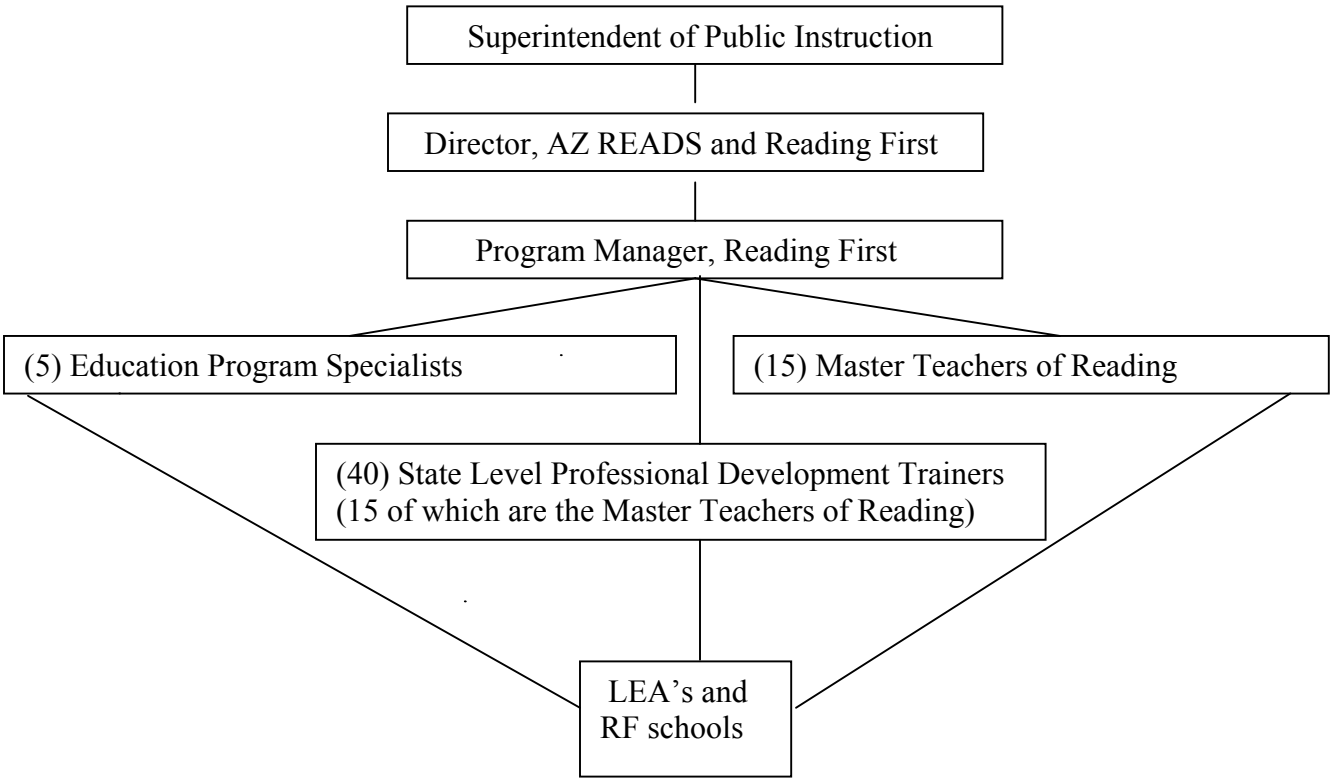
The mission of the Reading Leadership Team is to mobilize state leadership through collaboration to ensure that every child in Arizona has the opportunity to learn to read proficiently by the end of 3rd grade. Responsibilities, the timeline, and resources are summarized on the page that follows the listing of members.

Name	Position	Agency
Ms. Christy Anderson	Policy Advisor for Education	Office of the Governor
Mr. Kelsey Begaye	President of the Navajo Nation	Division of Dine Education
Ms. Marilyn Box	Director	Mesa Family Tree, Adult Literacy Program
Dr. Vivian Egbert	Superintendent, Yuma District One	Yuma School District
Ms. Shelly Esque	Member, AZ Business &Education Coalition	Intel Corporation
The Honorable Linda Gray	Chair, House Education Committee	AZ House of Representatives
Dr. Marj Jones	Director	AZ Literacy and Learning Center
Dr. Paul Koehler	Director of Policy	West Ed
Marie Mancuso	Director of the Superintendent's K-3 Reading Initiative	AZ Department of Education
Dr. Nancy Mather	Faculty member	University of Arizona College of Education
Mrs. Nadine Mathis Basha	Member	AZ State Board of Education AZ School Readiness
Manuel Medina	Director	Chicanos por la Causa
Ms. Elaine Miner	Board President	Mesa School District Board
Jaime Molera	Superintendent of Public Instruction	Arizona Department of Education
Dr. John Pedicone	Superintendent	Flowing Wells School District
Ms. Karen Smith	Director	Pima College Family & Adult Literacy
Dr. Paul Street	Yavapai County School Superintendent	Yavapai County
Ms. Barbara Sutton	Director	Yuma Reading Council
Dr. Jim Zaharis	President & CEO	Greater Phoenix Leadership
Ms. Lizzie Zamora	Nogales Even Start	Nogales Unified School District, Early Childhood
Ms Willa Zather	Primary teacher	Salt River School District

Responsibilities	Timeline	Resources
1. Provide advisement and oversee implementation of AZ READS		
Ensure a seamless, comprehensive approach to reading achievement throughout the State.	Ongoing	ADE, AZ Legislature, Prop 301 funds (AZ LEARNS); federal funds.
Monitor and examine the scientific base for instruction in schools.	Ongoing	ADE, AZ Legislature, Prop 301 funds, federal funds.
Participate in the development of guidelines and criteria for reading curriculum review, professional development, individualized intervention as defined in statute.	June-November, 2002	Expert Panels, ADE content specialists, state funds.
Participate in the development of guidelines for the selection and use of early screening, ongoing diagnostic and progress monitoring assessments as defined in statute.	November 2002 – January, 2003	Expert Panels, National Technical Advisory Committee, ADE Assessment, Measurement, and Reading Specialists.
Identify resources and community leaders who can impact change.	April 2002-June 2003	In-kind contributions, business coalitions, governor's office, and community organizations
Raise public awareness of our goal.	Ongoing	Media, in-kind contributions, ADE personnel, and state funds.
Review preservice programs and certification requirements for elementary reading teachers and special education teachers.	2003-2004	State funds, ADE staff, University staff
2. Oversee the development and implementation of the Reading First Program		
Participate in the development of the State's application.	April -May 2002	ADE and state funds and staff.
Participate in the development of the subgrant award process.	July - November 2002	ADE, state, and federal funds.
Monitor the evaluation results of the Reading First Program.	May 2004-2008	Subcontracted evaluator and Arizona State University funds.

C. STATE MANAGEMENT PLAN: A CONCEPTUAL FRAMEWORK

This section demonstrates the proposed staff for Reading First is sufficient and qualified to support the number and needs of selected LEAs and schools, a detailed timeline of activities for carrying out the Reading First Program, the proposed allocation of resources to carry out the Program successfully and a description of the coordination among literacy programs in the State to increase effectiveness. This diagram represents the organizational structure within the Department of Education to administer the Reading First Program.



The Director of AZ READS, Marie Mancuso, will also be responsible for Reading First to provide the leadership, direction and most importantly, the integration of AZ READS with Reading First. She has direct access to the Superintendent and meets with him on a regular basis to report and discuss issues specific to AZ READS. At ADE for four years, she is experienced in implementing statewide reform initiatives, building consensus, bringing together state and national leaders in reading and writing, planning and developing state infrastructure, designing and implementing state-sponsored programs, recruiting qualified staff, and presenting on numerous state policies and programs. A former teacher, she has extensive experience in curriculum, instruction, assessment, and professional development at the school, district and state levels, graduate work in reading/writing and educational leadership, and has studied the convergent scientific reading research at length.

The Program Manager of Reading First, Carolyn Tanner, has been at ADE for 10 years. She has extensive experience in Title I grant development and management activities, which will provide a bridge between the Title I program and AZ READS. With years of experience in federal programs and school improvement activities, she will coordinate agency activities with the Reading First schools and Regional Support Centers. A former teacher and building principal, she has first hand knowledge of reading research, leadership skills, and an understanding of diverse learner needs. She has developed and implemented the State's Title I professional development program on literacy for schools in school improvement. She will be responsible for the State's administration of the Reading First program.

Five progress monitoring program specialists will be hired with Reading First funds to assist in the initial application process and the ongoing progress monitoring process. Preference will be given to applicants who have experience in teaching reading and/or in school improvement or in grants management. They will also serve as substitutes for professional development training as needed and assist in administrative activities. Compliance monitoring will be conducted through the Title I division.

The plan to employ 15 professional development trainers has been outlined in a previous section. These individuals will also serve as coaches/mentors and technical assistance providers.

Timeline for the Implementation of the State Plan

Phase One: Planning and Development

- Selection of Teacher Trainers (June – July 2002);
- First Reading Institute: Training of Trainers (August 2002)
- Training of Technical Assistance Providers (August 2002-April 2003);
- Pilot training at fifteen sites throughout the State (September 2002-April 2003);
- Development and dissemination of criteria/guidelines for the selection and use of screening, ongoing diagnostic, and progress monitoring assessments (June –November 2002);
- Development and dissemination of criteria /guidelines for scientifically-based reading research and its implications for classroom instruction, including the selection and use of research based reading programs (June –November 2002);
- Development and dissemination of criteria/guidelines for the design of effective intervention plans (June –November 2002);
- Second Reading Institute: Training of Trainers (December, 2002); and
- First K-3 Reading Academy (December, 2002)

Phase Two: Determining Capacity

- Eligibility and subgrant application criteria (announced November, 2002);
- Pre-application workshops (November, 2002);
- Pre-applications due December, 2002;
- Applications available for Reading First subgrants (January 2003);
- Writers' Workshops for Reading First subgrant applicants (January–February, 2003) at three sites throughout the State;

- Reading First subgrant deadline (February, 2003);
- Third Reading Institute: Training of Trainers (March, 2003); and
- Reading First subgrants (awarded March 31, 2003).

Phase Three: Implementing Reading First: Assistance to Schools

- Administration of baseline K-3 reading assessment at Reading First Schools (May, 2003);
- Second Annual Literacy Conference (June 22-25, 2003) to launch Reading First;
- First Reading Institute for Reading First subgrant schools (June 2003);
- Ongoing monitoring (June 2003 – June 2006);
- Ongoing technical assistance (April 2003-June 2003); and
- Ongoing professional development, coaching and mentoring (June 2003-June 2006).

Phase Four: Evaluation

- Annual evaluation of reading achievement in subgrant schools compared to demographically matched non-subgrant schools conducted by RMC Research Associates and reported to ADE and the LEA; and
- Extensive three-year evaluation conducted by RMC and reported to ADE and the LEA to determine eligibility to reapply for continuing three year Reading First grant

Allocation of Resources

The ADE first-year budget is presented in the next three pages, according to category of expenditure. A spreadsheet displaying a five-year roll-out of the budget follows; the sixth year is nearly identical to the fifth.

It is also important to state that many programmatic costs will be absorbed by subgrantees. These pass-through costs include a percentage for evaluation, technical assistance, and professional development.

Administration

Category	Budget [July 1, 2002–June 30, 2003]	Cost
1. Personnel	Personnel costs, expressed in full-time equivalency (FTE), include salaries attributable to program planning; compliance monitoring and oversight; administration; and reporting and dissemination. State Program Director $71,500 @ .25 FTE = $17,875 Program Manager [Professional Development] $58,950 @ .30 FTE = $17,685 Program Manager [Technical Assistance] $55,504 @ .65 FTE = $36,078 Education Program Specialists 5 x $45,525 @ .15 FTE = $34,144 Administrative Secretary I $32,860 @ .60 FTE = $19,716 Administrative Assistant I 2 x $26,496 @ .75 FTE = $39,744	$165,242
2. Fringe Benefits	Fringe Benefits are calculated at 24% of the total of salary expenses, *above*.	$39,658
3. Travel	Travel expenses assigned to this category are restricted to the conduct of meetings and on-site visitation which support program planning, compliance monitoring, oversight, administration, *etc*. In-state Travel Mileage is reimbursed at $0.345 per mile for private vehicles and $0.13 per mile and $8.00 per day charges for motor pool fleet vehicles. In-state reimbursement for meals is $29.50 per day. Mileage & Vehicle Rental: $2,016 Per Diem & Lodging: $2,201 Out-of-state Travel Reimbursement for meals is currently $40.50 per day. Lodging reimbursement, both in-state and out-of-state, is determined by the Lodging Cost Index, published by the State of Arizona. Airfare/Per Diem/Lodging: $1,272	$5,489
4. Equipment	Capital equipment expenses assigned to this category include items with a unit cost of $5,000 or more. Non-capital equipment expenses include items with a unit cost of $5,000 or less. Non-capital Equipment *[First-year Costs Only]* DELL Latitude C-810 w. Docking Station/Monitor 5 x $2,960 = $14,860 HP 4100 Laser Printer 3 x $1,615 = $4,845 Desk/Chair/Filing Cabinet 5 x $1,265 = $6,325	$26,030
5. Supplies	Costs assigned to this category are restricted to the Materials & Supplies which support program planning, compliance monitoring, oversight, administration, *etc*. Office Supplies/Copier Paper $485 Data Processing Supplies $543 Other Operating Supplies $510 TOTAL: $1,538 x 3.3 FTE = $7,654	$5,075
6. Contractual	Assigned contractual expenses include payments for financial/audit services, temporary agency services, employee-related education & training and other professional & outside services. Control Site Involvement and Assessment [10 Schools* @ $5,000 = $50,000]. Other Contractual Expenses are estimated to total $1,550. *Note: 7.) Construction = $.00*	$51,550
8. Other	Costs assigned to this category are restricted to Other Operating Expenses which support program planning, compliance monitoring, oversight, administration, *etc*. Risk Management $205 — MIS Internal Chargebacks $860 Rent (Office Space) $1,350 — Internal Telecommunications $1,560 Internal Printing $315 — External Printing $495 Copier Chargebacks $250 — Postage & Delivery $425 REACH $15 — Other Misc. Operating $1,190 TOTAL: $6,665 x 3.3 FTE = $29,915	$21,995
9. Total Direct		$315,039
10. Total Indirect	Agency Indirect Cost Rate in the coming school year is tentatively set at 14.7 percent. Contractual payments in the form of **Assistance to LEAs*** itemized in Category No. 6, *above*, are not subject to Indirect Charges.	$38,960
	TOTAL:	$353,999

Professional Development

Category	Budget [July 1, 2002–June 30, 2003]	Cost
1. Personnel	Personnel costs, expressed in full-time equivalency (FTE), include salaries attributable to Professional Inservice and other training activities specified in Section 1202(d)(3). State Program Director $71,500 @ .30 FTE = $21,450 Program Manager [Professional Development] $58,950 @ .55 FTE = $32,423 Program Manager [Technical Assistance] $55,504 @ .05 FTE = $2,775 Education Program Specialists 5 x $45,525 @ .75 FTE = $170,719 Administrative Secretary I $32,860 @ .05 FTE = $1,643 Administrative Assistant I 2 x $26,496 @ .10 FTE = $5,299	$234,309
2. Fringe Benefits	Fringe Benefits are calculated at 24% of the total of salary expenses, *above*.	$56,234
3. Travel	Travel expenses assigned to this category are those attributable to teacher orientation, education & training, conferences, institutes, regional inservice sessions and on-site consultation. In-state Travel See Annual Budget–ADMINISTRATION for cost-basis explanation. Mileage & Vehicle Rental: $13,403 Per Diem & Lodging: $9,055	$22,458
4. Equipment	Capital equipment expenses assigned to this category include items with a unit cost of $5,000 or more. Non-capital equipment expenses include items with a unit cost of $5,000 or less. Non-capital Equipment *[First-year Costs Only]* Proxima Portable Projector 5 x $1,550 = $7,750	$7,750
5. Supplies	Costs under this category are restricted to Materials & Supplies which support teacher orientation, education & training, conferences, institutes, regional inservice sessions and on-site consultation. Refer to Annual Budget–ADMINISTRATION for the breakout of Materials & Supplies which are estimated to total $1,538 per FTE. $1,538 x 4.9 FTE = $7,536	$7,536
6. Contractual	Assigned contractual expenses include reimbursements to local educational agencies (LEAs) for salaries, ERE, etc. paid to the state's MASTER TEACHERS OF READING. Included are payments to educational service agencies that partner, in Arizona's 14 Regions, with the MASTER TEACHERS OF READING in proposed *Trainer-of-Trainers Model*. Also covered under this category are payments to the researchers, evaluators, consultants and others specified under Section 1202(d)(3). Payments* to Arizona LEAs [MASTER TEACHERS OF READING] $196,870 Year 1 – Addendum to Contract: 17 Trainees (14, plus 3 Alternates) x $6,000 = $102,000 Year 1 – Substitute Teachers: 17 Substitutes @ $100/day x 17 days = $28,900 Year 2 – Twelve-month Contract: 14 Trainers x $6,570 (10% Reserve) = $91,980 Payments* to Arizona Regional Support Centers (ARSCs) $1,260,000 (14 Sites Supporting MASTER TEACHERS OF READING) Arizona Prevention Resource Center (APRC) $80,000 (Evaluation. Includes Subcontract with RMC) Professional Development service provider $130,000 (Training of trainers) West Ed – Southwest Comprehensive Center $165,000 (Training in scientifically-based reading programs/materials)	$1,831,870
8. Other	Assigned costs are restricted to Other Operating Expenses which support teacher orientation, education & training, conferences, institutes, regional inservice sessions and on-site consultation. Refer to Annual Budget–ADMINISTRATION for the breakout of Materials & Supplies which are estimated to total $6,665 per FTE. $6,665 x 4.9 FTE = $32,659	$32,659
9. Total Direct		$2,192,816
10. Total Indirect	Agency Indirect Cost Rate in the coming school year is tentatively set at 14.7 percent. Contractual payments in the form of **Assistance to LEAs*** itemized in Category No. 6, *above*, are not subject to Indirect Charges.	$108,183
	TOTAL:	$2,300,999

Technical Assistance

Category	Budget [July 1, 2002–June 30, 2003]	Cost
1. Personnel	Personnel costs, expressed in full-time equivalency (FTE), include salary expenses attributable to provision of Technical Assistance to local educational agencies (LEAs) and schools pursuant to Section 1202(d)(4). State Program Director $71,500 @ .30 FTE = $21,450 Program Manager [Professional Development] $58,950 @ .15 FTE = $8,843 Program Manager [Technical Assistance] $55,504 @ .20 FTE = $11,101 Education Program Specialists 5 x $45,525 @ .10 FTE = $22,763 Administrative Secretary I $32,860 @ .10 FTE = $3,286 Administrative Assistant I 2 x $26,496 @ .15 FTE = $7,949	$75,392
2. Fringe Benefits	Fringe Benefits are calculated at 24% of the total of salary expenses, *above*.	$18,094
3. Travel	Travel expenses assigned to this category are those attributable to forums, regional meetings, conferences and on-site provision of Technical Assistance to LEAs and schools. In-state Travel See Annual Budget–ADMINISTRATION for cost-basis explanation. Mileage & Vehicle Rental: $6,913 Per Diem & Lodging: $5,435 Out-of-state Travel See Annual Budget–ADMINISTRATION for cost-basis explanation. Airfare/Per Diem/Lodging: $12,975	$25,323
4. Equipment	Capital equipment expenses assigned to this category include items with a unit cost of $5,000 or more. Non-capital equipment expenses include items with a unit cost of $5,000 or less. Non-capital Equipment *[First-year Costs Only]* DELL Latitude C-810 w. Docking Station/Monitor 4 x $2,960 = $11,840 Tabletop Xerox Copier 1 x $2,725 = $2,725 Desk/Chair/Filing Cabinet 4 x $1,265 = $5,060	$19,625
5. Supplies	Costs assigned to this category are restricted to Materials & Supplies which support the provision of Technical Assistance to LEAs and schools. Refer to Annual Budget–ADMINISTRATION for the breakout of Materials & Supplies which are estimated to total $1,538 per FTE. $1,538 x 1.55 FTE = $27,384	$2,384
6. Contractual	Assigned contractual expenses include payments to educational service agencies that deliver, in Arizona's 14 Regions, Technical Assistance to LEAs and schools. Also included are payments to providers of scientifically-based reading programs/materials, educational consultants and other providers of professional & outside services. Arizona Regional Support Centers (ARSCs)* [Technical Assistance] $695,000 Contracted Educational Consultants [Reading Teaching Strategies] $8,500 Other Professional & Outside Services $6,000	$709,500
8. Other	Costs assigned to this category are restricted to Other Operating Expenses which support the provision of Technical Assistance to LEAs and schools. Refer to Annual Budget–ADMINISTRATION for the breakout of Materials & Supplies which are estimated to total $6,665 per FTE. $6,665 x 1.55 FTE = $10,331	$10,331
9. Total Direct		$860,649
10. Total Indirect	Agency Indirect Cost Rate in the coming school year is tentatively set at 14.7 percent. Contractual payments in the form of **Assistance to LEAs*** itemized in Category No. 6, *above*, are not subject to Indirect Charges.	$24,350
	TOTAL:	$884,999

III. STATE REPORTING AND EVALUATION

A. Evaluation Strategies

Arizona State University's Arizona Prevention Research Center (APRC), in partnership with RMC Research Corporation, will evaluate the Arizona's Reading First Initiative. The evaluation plan will use multiple methods and will evaluate each of the estimated 80 schools (40 per cycle) that receive Reading First grants in addition to the entire system of support and management used by ADE. The following section outlines the logic model that underlies the theory of change for the initiative and will be used to guide the evaluation plan.

Logic Model

ADE recognizes that Arizona's Reading First Initiative will be a "sea change" for the State in terms of the reading instruction to be used throughout the State. The intent is to build nested systems: changes at the State, district, and school levels to assist teachers to become more effective at teaching reading and in turn, help students to develop proficiency in phonemic awareness, phonics, oral fluency, vocabulary development, and reading comprehension.

The logic model used to conceptualize Arizona's Reading First Initiative hypothesizes that the culture of the school needs to change to support research-based practices. Support systems will need to be put into place; leadership will need to be developed and supported; and teachers will need to change both their practices and their beliefs about teaching and learning to assist children to become proficient readers. ADE will devise and implement strategies for support by employing expert consultants and building capacity in each region and at each district and school. This will take place through the establishment of regional centers, provision of professional development for leaders and teachers, and emphasis on changing instruction and building support by all stakeholders at the school, district, and state levels. The underlying rationale is that change will only be adopted and sustained if there is supportive leadership, partnerships with parents, changes in instruction, and ultimately, changes in the school culture and the ways that all stakeholders think about teaching and learning.

At the individual level, teachers will be provided with high quality professional development and technical support will lead to a change in participating teachers' instructional practices for teaching reading. In particular, the logic model states that teachers will learn and implement effective instruction focused on teaching phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension. The changes in teachers' classroom practices, in turn, are hypothesized to lead to greater acquisition of knowledge and skills on the part of students. The acquisition of knowledge and skills should be reflected in the classroom assessments of children's reading progress, tests of mastery at the end of each grade level, and state level assessments of reading proficiency. In addition, the State intends to implement a number of organizational and management structures to build capacity, support educators at the classroom, school, and district levels, and sustain progress over time. The effectiveness of each component of the logic model will be evaluated as part of the evaluation plan.

Evaluation Questions

The evaluation plan is based on five questions:

- How effective was the professional development approach in helping teachers acquire knowledge and skills about phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension, and transfer the knowledge and skills to their classroom instruction?

- How effective was Arizona's Reading First Initiative in increasing students' knowledge and abilities related to phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension?

- To what extent are teachers incorporating reading assessments into their classrooms and using the results of the assessments to change their instructional approaches and address students' learning needs?

- How well are K-2 Arizona students meeting the standards for performance in reading as measured by the Arizona Instrument to Measure Success (AIMS), the State assessment and to what extent is performance improving over time?

- How effective is the system of support for schools and districts to help all key stakeholders to contribute to the improvement of students' reading performance and sustain improved performance over time?

Evaluation of Professional Development Approaches

Professional development, according to the research, is effective when it is data-driven and research-based, when it follows standards for adult learning, when materials are well developed and designed, and when learning is acquired and transferred into the classroom. The approach proposed to evaluate professional development takes each of these factors into account.

Measures of the Quality of Professional Development

To determine whether the professional development is of high quality, the standards for professional development, determined by the National Staff Development Council and the National Association of Elementary School Principals (1995) will be used. These 24 standards address the degree to which professional development approaches implement research-based strategies in the areas of context, process, and content. Examples of the standards include the following:

- Effective professional development requires and fosters the norm of continuous improvement;
- Effective professional development provides adequate time during the work day for staff members to learn and work together to accomplish the school's mission and goals;

- Effective professional development uses content that has proven value in increasing student learning and development;
- Effective professional development provides the follow up necessary to ensure improvement;
- Effective professional development prepares teachers to use various types of performance assessments in their classrooms;
- Effective professional development prepares educators to demonstrate high expectations for student learning; and
- Effective professional development prepares teachers to use research-based teaching strategies appropriate to instructional objectives and their students.

In addition, the professional development approach will be assessed according to criteria for effective instructional design. Categories for this assessment are audience, objectives, content, instructional design, lesson conceptualization, presentation, and job transfer. Examples of the 44 benchmarks for this assessment include the following:

- Content is accurate, organized clearly and logically, and has consistent style, detail level, and perspective;
- Expectations for learner performance are clear and the course objectives meet the needs of target audiences;
- The professional development materials are prototyped during design, tested by learners and evaluated during the process;
- A variety of approaches are used, including exposition, media, simulations, discussions, practice and other approaches appropriate for adult learners;
- Sufficient conceptual information is provided before the skill/performance information;
- Examples used are of high quality; and
- Information is provided in a manner that can be easily transferred to the job.

A sample of the professional development sessions offered throughout the State at various points in time will be observed, and a pre/post survey will be administered to participants. The pretest will solicit demographic information from participants and will measure knowledge and skills that the participants already possess with regard to reading instruction in the domains of phonemic awareness, phonics, vocabulary development, fluency, and reading comprehension. Participants will also be asked to describe the use of various instructional strategies in their teaching, in terms of what strategies they use, how often, with what degree of perceived success, and under what conditions. They will also be asked a series of questions about what they do to assess learning, and what they do when a child does not appear to be acquiring particular skills and knowledge.

The post test will ask participants what they learned, how they intend to use what they learned in their classrooms, the likelihood of implementation, what they liked and disliked about the professional development, ratings of the professional development sessions using a Likert scale reflecting the standards for professional development, ratings of materials using a Likert scale reflecting the benchmarks for quality, the types of support they would like and what they think they will receive as they implement the strategies they learned, and aspects of the training aligned with the standards such as clarity, their satisfaction with the depth and intensity, their ability to scaffold the knowledge, and so forth. Emphasis will be placed on measuring

acquisition of knowledge of a variety of instructional strategies known to be linked to student proficiency in reading.

Measures of Transfer of Learning and Quality of Classroom Practice

The most important measure of the effectiveness of the professional development is the ability of the teachers to transfer their knowledge into the classroom. This will be measured through a sample of classroom observations conducted by the evaluators during the school year using a structured and coded observation form with multiple rubrics, analysis of teacher lesson plans, and another survey administered to participants toward the end of the school year after they enrolled in the training.

The classroom observers will script what they see in the classroom, then code the observations according to a series of rubrics that examine what was taught, the fidelity of what was observed to what was taught in the professional development sessions, the degree to which students were on task, and the reactions of the children to the instructional strategies. Rubrics will be developed to reflect a four-point scale for each of the aspects of the lessons aligned with best practice. Examples of the measures reflected in the rubric include the degree to which instruction is differentiated, ways in which teachers are assessing students' knowledge and adjusting their instruction to address needs, pacing, percent of students on task, variety of instructional methods used, types of instructional conversations, amount of time spent in direct instruction, and so forth. The rubrics will be derived from the research on best instructional practice. In addition, observers will code the data using the professional development training schema. This will allow the observers to rate how well teachers are performing expected behaviors, delivering content, and following the scope and sequence suggested in the professional development sessions that they attended. Classrooms will be visited four times a year.

Observers will attend a training session to learn how to code the observations. Sample observations will be coded until coders have reached a 90% level of interrater reliability. Throughout the study, a ten percent sample of scripts will be coded by another researcher to ensure that interrater reliability is high. Should interrater reliability drop below 85 percent, another training will be conducted, and observations from that period of data collection will be recoded.

Sample lesson plans will be collected four times per year and analyzed using the same rubrics. The lesson plans that are collected will address phonemic awareness, phonics, fluency, vocabulary development, or reading comprehension. Each K-2 teacher in grantee schools will be asked to submit one lesson in four of the five categories for analysis. Lesson plans will be evaluated to see the degree to which they include instructional strategies aligned with the professional development received (as reflected in the training assessment), degree to which they include classroom assessments, emphasis placed on various components of reading, particular strategies being used, and other variables as discussed previously.

A third survey will be administered to all participants at the end of the school year to determine which practices they report being in place during the year, frequency of use, which were easiest

and hardest to implement, support services that were received, and other related questions. The items that measure strategy use will be the same as in the pre-professional development survey so that change over time can be assessed.

Evaluation of Effectiveness in Producing Reading Proficiency

To determine the overall effectiveness of Arizona's Reading First Initiative in producing reading proficiency, the evaluation team proposes to use a quasi-experimental design. This design was selected over the experimental design since it will be difficult, if not impossible, to randomly assign children to treatment and control conditions since the entire school that receives a grant will implement the Arizona's Reading First Initiative model. Therefore, it will be necessary to choose a control group for each site that is in another nearby school matched for demographic and achievement characteristics with each of the schools receiving the grant.

Once grantees are selected, they will be called and an exploratory conversation will be held with them to determine which school would represent the best match as a control group. The control group will be offered incentives to participate. Active parent consent for children's participation will be sought, and all rules for human subjects research will be followed.

Schools will be matched specifically on demographic characteristics such as students' genders, racial/ethnic backgrounds, socioeconomic statuses, English learner statuses, degree of student mobility, and percent of special education students. Schools will also be selected on the basis of similar scores on tests of reading proficiency (3rd grade AIMS and SAT9). Demographic and achievement data will be collected for the year before the Arizona's Reading First Initiative grants were distributed and collected every year of the grant thereafter.

The grantee and its matched school will be asked to administer DIBELS. The measures were developed upon the essential early literacy domains discussed in both the National Reading Panel (2000) and National Research Council (1998) reports to assess student development of phonological awareness, alphabetic understanding, and automaticity and fluency with the code. The measures have been tested and are demonstrated to be reliable and valid indicators of early literacy development and predictive of later reading proficiency to aid in the early identification of students who are not progressing as expected. Results of the DIBELS assessment can be used to evaluate individual student development and to provide grade-level feedback toward validated instructional objectives.

DIBELS is an individually administered timed test. The **letter naming fluency assessment**, for example, uses randomly ordered lower and upper case letters presented to children for one minute; children are instructed to name as many as they can in one minute. It is used typically beginning kindergarten through fall of first grade or until children are proficient at accurately producing 40-60 letter names per minute. **Phonemic segmentation fluency** is assessed individually. Words are orally presented to children for one minute and children are asked to segment each word into individual phonemes. Typically this assessment is administered beginning the winter of kindergarten through first grade or until children are proficient at accurately producing 35-45 phonemes per minute. **Nonsense word fluency** is also measured by a one-minute test. Individual children are presented with three-letter nonsense words that can be

segmented by phonemes or blended and read as whole words. This assessment is intended for most children from beginning first grade to end of first grade, though it is often used to monitor children with low skills in letter-sound correspondence or blending. Children who produce 40-60 letter sounds on this measure are demonstrating sufficient phonological awareness. DIBELS will be administered in the fall, winter, and spring each year. Data from the DIBELS will be tracked at the individual student level and at the classroom and school levels.

Timed tests will be given to determine **fluency**. These short tests will be administered three times a year at each site. The Fuchs Cloze test will be administered to track progress on **vocabulary development**. The test will also be administered three times a year. Reading comprehension will be measured by progress made on the SAT9 and AIMS, discussed below.

Data will also be collected on attendance rates. While data will be collected on all children who attend the school, more attention will be paid to those students who remained in the schools throughout the entire year so that a more accurate picture of the intervention can be obtained.

Evaluation of Performance on Standards

Each year, progress on the State's school accountability system, AZ LEARNS, will be used as the primary indicator of gains made among all participating schools. In addition, data from schools in the experimental and control schools will be collected and the schools will be compared using an analysis of variance design. Specifically, student performance on the third grade AIMS and SAT9, and the kindergarten, first, and second grade DIBELS will be compared for every experimental and control school in matched pairs.

In addition, growth patterns for both the experimental and control schools will be examined to see the degree to which children show growth in the aggregate compared to the baseline that was collected. This approach will use analysis of variance designs with repeated measures to determine growth and to determine differences between schools. To the extent possible, data will also be analyzed using hierarchical linear modeling techniques. This type of analysis recognizes the nested nature of instruction (in classrooms, in schools, in districts) and will allow the evaluation to track progress of groups of students over time. Regression analysis will be performed to examine the predictive validity of independent measures and possible relations among variables.

Finer grained analyses and comparisons are also planned. Data will be disaggregated by student demographic characteristics such as gender, race/ethnicity, socioeconomic status, English learner status, and special education status to determine differences between groups. Data will also be disaggregated by skill area such as phonemic awareness, phonics, fluency, vocabulary development, and reading comprehension to see effects in each of the areas. These data will be correlated with the survey data (described above) on use of various instructional strategies to see whether teacher practices correlate with effects that are measured.

Finally, the evaluation will examine the efficacy of particular reading programs that are being used and the degree to which each affects student reading outcomes as measured by the DIBELS,

Fuchs, AIMS, and the SAT9. The efficacy of these various programs will be compared and data will be shared as part of the national reporting requirements.

Evaluation of Capacity Building and Support

In addition to evaluating the impact on teacher practice and student outcomes, the evaluation will examine the system of support that was developed to help grantees to acquire and sustain effective practice. Specifically, the evaluation will investigate the system that was developed in terms of the quality of its services, its ability to meet demand, the efficiency and effectiveness of its policies and procedures, cost effectiveness, and the factors that serve to facilitate and impede its progress. The measure of success for this component will be the development of a system that has built capacity for supporting teachers and administrators in the State as they adopt and implement more effective strategies for teaching reading. Data for this component of the evaluation will be collected through client satisfaction surveys via e-mail, interviews with key staff, and examination of documents that describe services. Interviews will also be held with district and state level leaders to assess their perceptions of the efficacy of the system, factors that serve to facilitate and impede progress, and suggestions for improvement.

In addition, the evaluation will examine the degree to which leaders and other key stakeholders at the school and district levels have been impacted by Arizona's Reading First Initiative grant. In particular, interviews will be held with superintendents, district reading specialists, principals, School Board members, and professional development specialists to determine the extent to which they have participated in supporting the change in teacher practice, and changed the way that they think about teaching and learning reading. The types of leadership they provided will be investigated along with other measures of system supports such as resource reallocation, changes in scheduling for minutes of reading time, teacher evaluations, school climate, and so forth. Ultimately, this component will examine how the nested systems are working together to bring coherence to the teaching and learning process.

Finally, as another measure of the impact on support systems, focus groups will be held with parents at participating sites to determine the degree to which they have changed on a variety of measures of parent involvement. Specifically, the focus groups will probe the degree to which parents are aware of and reinforce the reading instruction provided at the school, the degree to which they participate in reading activities with their child, and any impacts they have noticed that resulted from the change in the approach to teaching reading.

Consequences of Evaluation

State sanctions for failing under AZ LEARNS

In accordance with state statute, schools labeled as underperforming, according to the state's accountability formula, are required to submit a school improvement plan to the state. in the event that no achievement gains are made within a specified period of time, the underperforming school becomes a failing school and is in danger of sanctions. These may include dissolution of a school's charter or restructuring of the school, which can include replacement of administration and staff.

Sanctions specific to READING FIRST

Formative and summative evaluation information, as described in the previous sections (pp 95 – 101), will be used to determine continuous funding of a Reading First LEA. The state will intervene with LEAs and schools identified as not making significant progress (by APRC/RMC reporting) in the following ways:

1) At any time in the funding cycle the state can intervene through its grants management system. The ADE grants management system affords the state the option of suspending or discontinuing the next periodic interim payment of reading first funds. Both the SEA and the participating LEA can view electronically the reasons for programmatic and/or fiscal noncompliance, resulting in the withholding of funds.

2) YEAR ONE: APRC/RMC findings during the initial year of each grant cycle will be distributed to both the sea and participating leas. in the event that schools within leas, or the leas themselves, are not demonstrating sufficient progress in terms of implementation, the state will issue a warning. The warning will contain prescriptive measures for dealing with deficiencies, with particular emphasis on implementation elements, and may include requirements for participation in additional professional development and/or receipt of technical assistance. These prescriptive measures will be incorporated into school improvement plans. LEAs may then attend to resolving the deficiency in order to restore payments.

3) YEAR TWO: during year two, progress monitoring will continue. at the end of the second year of the grant cycle, if evidence of deficiencies remains—particularly in terms of student achievement progress—the LEAs will receive notification from the state that reading first funds have been discontinued. Documentation supporting the state's action will be provided.

4) YEAR THREE: if an LEA makes implementation progress in the first year of funding, minor gains are observed in the second year, but significant gains are not evident in the third year, the LEA will not be eligible for second-round funding.

Timeline

The following exhibit shows a snapshot of the overall approach to the evaluation and the annual timeline for completion of evaluation tasks.

Annual Evaluation Tasks by Month

Evaluation Task	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Evaluation of Professional Development Approaches and Materials – Observation of Sessions and Coaching	x			x			x			x		
Evaluation of Professional Development Approaches and Materials – Teacher Surveys	x										x	
Evaluation of Teacher Transfer of Learning –Observations	x			x			x			x		
Evaluation of Teacher Transfer of Learning – Lesson Plan Analysis			X			x			x		x	
Evaluation of Teacher Transfer of Learning - Surveys	x										x	
Assessment of Student Impact - DIBELS		x			x			x			x	
Assessment of Student Impact – Timed Tests and Fuchs Cloze		x			x			x			x	
Assessment of Student Impact - AIMS data collection and analysis		x										
Assessment of Student Impact – SAT9			x									
Interviews with principals, LEA staff and SEA staff on systems of support			x									x
Interviews/focus groups with parents on systems of support			x									x

C. State Reporting

Evaluations will be submitted to ADE on an annual basis. At the end of the third year of Reading First, a summative midpoint progress report will be submitted describing the overall achievement of students served by the Reading First program and the particular areas of reading in which achievement occurs.

When data standards for performance indicators are developed, the evaluation will be realigned, as appropriate, to comply with the standards. To the extent allowable, data will be furnished to the U.S. Department of Education electronically. Reporting guidelines will be followed. Individual privacy will be protected according to the guidelines for human subjects research.

The annual report will include the following:

1. **Implementation Evidence** – The report will show the degree to which ADE has met all program requirements and obligations related to the implementation and administration of the Reading First program.

2. **Achievement Gains** – The report will specifically identify the schools and local educational agencies within the State that report the largest gains in reading achievement.

3. **Program Effectiveness** – The report will include evidence of the progress ADE and local educational agencies are making in reducing the number of students in grades 1 through 3 served by Reading First who are reading below grade level. Information on validity and reliability of data will be included.

4. **Reducing Students Reading Below Grade Level Statewide** – ADE will report on whether it and local educational agencies have significantly increased the number of students reading at grade level or above, including whether the percentages of students in certain categories reading at grade level or above have increased.

The midpoint progress report, provided in the third year, will include:

- Valid and reliable data on the progress ADE and local educational agencies within Arizona are making in reducing the number of students served by Reading First in grades 1 through 3 who are reading below grade level; and

- Evidence from ADE and LEAs within the State that the number of students reading at grade level or above has significantly increased, including the percentages of students in certain categories.

C. Participation in National Evaluation

ADE will participate in the national evaluation.

IV. CLASSROOM LEVEL IMPACT

To achieve the goal that all children will be proficient readers no later than the end of 3rd grade, the State of Arizona envisions classrooms where every teacher, Kindergarten through 3rd grade, is an expert in teaching reading. It envisions schools where high quality reading programs, standards-driven and scientifically-based, are implemented. As a result of its AZ READS: *Put Reading First* activities, Arizona envisions classrooms and schools that will exhibit the common characteristics described in this section.

A. CLASSROOM CHARACTERISTICS

This section describes how Reading First programs will result in classrooms that implement high quality reading programs, based on scientifically-based research; coherent instructional design; ongoing use of assessments that inform instructional decisions; small classroom size for reading instruction; protected and dedicated blocks of time for reading instruction; clear expectations of student achievement and clear strategies for monitoring progress; and active engagement of students in a variety of reading-based activities. It also demonstrates that more than 90 minutes of reading time will be required of subgrantees.

The *Report of the National Reading Panel* provides significant conclusions from 34 years of converging scientifically-based reading research to facilitate effective reading instruction in the classroom. This body of research has identified instructional procedures most associated with significant gains in student achievement. Regardless of which specific reading program is in use, certain key elements should be present in any reading classroom where the teacher is applying this research to instructional practice. **Standards and accountability form the foundation of any Reading First classroom.** The teacher knows the standards, makes expectations clear, and measures progress toward meeting those standards by designing and aligning curriculum, instruction, assessment and reporting that are both standards-driven and scientifically-based. Rigorous assessments with proven validity and reliability are used to measure outcomes in meeting these standards and identify students who are falling behind.

Curriculum is aligned with the standards and instructional content reflects these developmentally appropriate standards in the curriculum as well as explicit and systematic instruction in the five essential components of reading, which include:

1. **Phonemic awareness** – this is the ability to hear, identify and manipulate individual sounds (phonemes) in spoken words. Understanding that the sounds of spoken language work together to make words is a fundamental concept of phonemic awareness and learning to read.

2. **Phonics** – this is the understanding that there is a predictable relationship between phonemes (sounds) and graphemes (letters) in written language. The ability to decode unfamiliar words and recognize familiar words accurately and automatically is the purpose of phonics instruction.

3. **Vocabulary Development** – this is the development of stored information about the pronunciation and meaning of words in listening, speaking, reading and writing. The development of vocabulary is critical for all forms of communication.

4. **Fluency** – this is the ability to read text accurately and quickly with smooth, natural expression. Fluent reading aids comprehension by forming a bridge between word recognition and text meaning.

5. **Reading Comprehension** – this is the ability to understand, remember and communicate what has been read. Comprehension strategies are the cognitive activities that purposeful, active readers use to make meaning from text.

These essential elements of reading are integrated into an instructional design that includes explicit instruction with ample practice opportunities in an uninterrupted block of time 90 to 120 minutes per day.

The Reading First teacher makes **every minute count, minimizing teacher talk and varying presentation, format, and ways students can participate** (National Reading Panel, 2000; Rosenshine, 1997; Simmons and Kameenui, 1998; National Research Council, 1998). Although the teacher may use a reading program as the core of instruction, additional materials at an appropriate instructional level for various groups are used frequently to supplement the curriculum particularly in areas where the core reading program may be insufficient. "Research affirms that quality classroom instruction in Kindergarten and the primary grades is the single best weapon against reading failure. Indeed, when well done, classroom instruction has been shown to overwhelm the effects of student background and supplementary tutoring" (National Research Council, 1998).

The Reading First teacher makes **time for screening, diagnostic, and classroom based assessments.** Screening measures identify which students are at-risk and need additional support; they are used to identify children early in the school year who may be at risk in meeting standards at the end of the year. Diagnostic assessments provide more in-depth information on student skills and instructional needs; they inform the instructional plan for what the teacher needs to do to change predictive outcomes. Classroom based assessments determine student progress to tailor daily instruction to students' needs. This progress monitoring provides continuous, ongoing, formative information that is used to evaluate and modify instruction. **The Reading First teacher understands how to design an instructional plan based on this variety of assessment information.**

Flexible grouping strategies and alternate grouping formats (one-on-one, pairs, small group, whole group) are then used to provide direct instruction to students who are working on the same skills, while providing opportunities for students to be members of more than one group (National Reading Panel, 2000; Vaughn, Thompson, Kouzekanani, Bryant, and Dickson, 2001). Students benefit from working in a variety of grouping formats that change to reflect their knowledge, skills, interests and progress (Ebaum, Vaughn, Hughes, Moody, and Schumm, 2000**). Different materials and instructional strategies are used with different groups because small group instruction is especially effective when teachers match materials and**

instruction to student needs (Lou et al, 1996). **Student engagement is an essential factor** linked to academic achievement (National Research Council, 1998). Students are actively engaged in a variety of reading-based activities whether in whole group and small group instruction with the teacher, or in paired or independent activities when students work on their own**. The teacher adapts the pacing, content and emphasis of instruction for individuals and groups, including English language learners and those having difficulty learning to read (**National Reading Panel, 2000; Rosenshine, 1997; Simmons and Kameenui, 1998; and National Research Council, 1998).

In spite of these instructional practices grounded in scientifically-based reading research, some students will struggle learning to read and will make inadequate progress. The Reading First teacher will know who these students are and what their difficulties are as evidenced in ongoing diagnostic assessment and progress monitoring. In a Reading First classroom**, the teacher will intervene, providing additional, targeted and intensive instruction**. This may include increased time during the school day for extended practice and corrective feedback three to five times per week. "Supplementary instruction has merit, if the intervention is time limited and is planned and delivered in a way that makes connections to the daily experiences that the child has during reading instruction. Supplementary instruction can be a significant and targeted enhancement of classroom instruction" (National Reading Panel, 2000, and National Research Council, 1998; Vaughn, Gersten, and Chard, 2000). Well-designed intervention programs implemented by highly qualified teachers can make a difference in helping these struggling readers learn to read (Ebaum, Vaughn, Hughes, and Schumm, 2000; and Fletcher and Lyon, 1998).

It is just as important to note what **effective reading instruction is NOT** as well as describe what it is. Children do NOT learn to read "naturally;" they learn from instruction. Phonemic awareness and phonics instruction should NOT just occur incidentally as the need arises; word recognition instruction does NOT include guessing from context or picture clues; explicit and systematic phonics instruction does NOT require dull drill and monotonous worksheets. Explicit spelling instruction is NOT memorization of word lists and repetitious copying of words, but rather the study of spelling patterns related to the sound letter relationships students are learning. Independent silent reading without feedback or guidance has NOT been shown to improve reading achievement. Layering one new reading program on top of another is NOT an effective strategy. Finally, a "balanced" approach to reading does NOT consist of 50 percent whole language methods and 50 percent phonics instruction (Center for the Improvement of Early Reading Achievement, 2001; Learning First Alliance, 2000; National Reading Panel, 2000; and National Research Council, 1998).

Managing an effective reading program for diverse learners is demanding. Teachers need to know:

- How the essential components of reading are related;
- How children learn to read;
- Why some children fail to learn to read well;
- How the English language is structured;
- How to administer and interpret classroom and program based instructional assessments;

- How to evaluate instructional materials and reading programs;
- How to identify and implement grouping strategies;
- Positive behavior management;
- Daily routines and schedules;
- Progress monitoring; and
- The spatial organization of the room .

(Moats, Cunningham, Wurtzel, Silbert, and Furry, 2002.)

Teachers in a Reading First school **participate in ongoing professional development with help from mentors and coaches to provide guidance and feedback in a context of sharing and mutual support.** The **principal plays a key leadership role** in setting the tone and creating the environment in which expertise in teaching reading is pursued as a school-wide goal. **The entire staff is committed to and involved in setting school-wide reading improvement goals** and then implements the following steps:

1. Fully implement a research-based curriculum,
2. Create a timeline to meet targeted goals,
3. Regularly evaluate student and teacher progress,
4. Analyze the data,
5. Intervene immediately for struggling readers and teachers, and
6. Validate and recalibrate to determine what must be changed/improved.

Finally, all of the community in a Reading First school -- principal, teacher, specialists, support personnel, and parents -- are committed to drive improvements so that all of their students can be proficient readers.

B. SCHOOL LEVEL CHARACTERISTICS

This section describes how Reading First programs will result in instruction designed to bring all children to grade level, with scientifically-based intervention strategies aligned with classroom instruction targeting students not making sufficient progress. It examines the school environment supporting Reading First programs.

"Effective reading instruction is built on a foundation that recognizes that reading outcomes are determined by complex and multifaceted factors…A disruption of any of these factors increases the risk that reading will be delayed or impeded, a phenomenon particularly prevalent in impoverished urban and rural neighborhoods and among disadvantaged minority populations" (National Research Council, 1998, pp. 313-315).

Implementation of A Comprehensive Reading Program

Building on the National Research Council's work, the National Reading Panel's report recommended a comprehensive approach to reading instruction. Comprehensive programs are those that not only reflect the essential elements of reading instruction, but are **implemented school-wide with commitment and consistency.** They are decision-making models where informed and thoughtful teachers make choices every day about the best way to help each student advance as a reader and a writer, and where collaborative teams of professionals set goals and benchmarks and closely monitor progress in meeting them.

Each Reading First school will need to demonstrate that its reading program meets the criteria of a scientifically researched-based reading program or that is recommended by ADE. Teachers will know and understand how the program and their practices align with this research.

Implementation of the Essential Components of Instruction Based on Scientific Research

Using explicit, systematic instruction, the teacher should **integrate the following essential components, knowing when, how much and how long each need focus or emphasis, orchestrating teaching based on learner's needs.**

Phonemic Awareness

Phonemic awareness and letter knowledge are the two best school-entry predictors of how well children will learn to read during their first two years of schooling. (Learning First Alliance, 2000, National Reading Panel, 2000, and National Research Council, 2000). This is taught by providing explicit and systematic instruction, focusing on only one or two phonemic awareness skills at a time such as segmenting or blending. Early instruction begins with auditory activities to direct children's attention to sound: rhyming, singing songs and manipulating the sounds of language. Phonemes need to be linked with letters as soon as children understand that letters represent sounds (National Reading Panel, 2000). Children are then taught to use the letters to manipulate sounds and apply this knowledge to reading and writing. A total of 52 peer-reviewed

experimental studies revealed the significant effects of explicit instruction in phonemic awareness when combined with letter sounds for all students and accelerated spelling growth for most (National Reading Panel, 2000).

Phonics

Explicit, systematic phonics instruction benefits all children and especially those having difficulty learning to read. Students are taught a set of letter-sound relationships and given opportunities to blend sounds to read words. Students need to be given opportunities to practice the sounds they are learning by reading texts that contain these decodable words and by spelling words that contain these sounds. Phonics is not a stand-alone skill, nor is it an end in and of itself, but is integrated with other reading instruction to create a comprehensive reading program (National Reading Panel, 2000). Systematic phonics produces gains in reading, not only in early grades, but also in later grades and among children having difficulty learning to read (Learning First Alliance, 2000, Lyon and Kameenui, 2001, and National Reading Panel, 2000).

Fluency

A skill that is often neglected in reading instruction, fluency is the ability to read quickly, accurately, and with expression. Children are able to read fluently when they can decode unfamiliar words smoothly, automatically recognize familiar words, and increase their rate of reading while maintaining accuracy. Fluent reading aids comprehension, as the student channels cognitive activity to process meaning rather than decode words. To teach fluency, teachers need to match reading material to individual students, provide practice in guided oral repeated reading that includes support and feedback from teachers, parent, or peers, and practice in echo reading. "Repeated reading procedures that offer guidelines and feedback are effective for improving word recognition, fluency, comprehension, and overall reading achievement through grade 5" (National Reading Panel, 2000).

Vocabulary

Knowledge of word meanings is critical to reading comprehension (Learning First Alliance, 2000). Vocabulary is a component of both oral and written language; children need to make connections between words and ideas. Direct and explicit instruction not only in word meanings, but also in word learning strategies and practice in using new words in speaking, reading, and writing will enrich and expand the vocabulary of all learners, but especially of English language learners. Repeated exposure to vocabulary in a variety of contexts, including reading material and in content areas improves children's reading vocabulary (National Reading Panel, 2000).

Text Comprehension

Making meaning of written text is the ultimate goal of learning to read. Comprehension strategies should be taught as soon as children are able to decode text. Integration of word recognition, fluency, and vocabulary skills improves comprehension, as does the explicit instruction of comprehension strategies (Fletcher and Lyon, 1998). The strategies that improve comprehension in normal readers include monitoring, cooperative learning, graphic and semantic

organizers, question answering, question generation, and summarization (National Reading Panel, 2000). Comprehension instruction needs to occur before, during, and after reading, with modeling and discussion of the strategies used. Extended opportunities for English Language Learners need to be provided (Learning First Alliance, 2000 and The National Research Council, 1998). Explicit instruction of these strategies improves reading comprehension of children with a wide range of abilities (National Reading Panel, 2000).

In addition to the five essential components of reading instruction, other elements critical to a comprehensive program include:

Oral Language Development

Children's comprehension of written language depends in large part upon their effective use and understanding of oral language. 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, games and activities that involve talking, listening, and following directions. (Texas Education Agency, 2000).

Motivation to Read and Relevance of Reading

Children develop the motivation to learn to read when reading is recognized not only as relevant to everyday life, but also enjoyable. When children experience early success in reading activities, they become enthusiastic learners and independent readers of all kinds of written material including books, magazines, newspapers, and computer screens. Providing children with a variety of reading materials both narrative and informational is of primary importance. Children need time for self-selected reading to share with peers and family members. Modeling, through oral and shared reading, can motivate students to want to read themselves. (Texas Education Agency, 2000).

Spelling and Writing

Instruction in spelling patterns and practice in writing can promote the development of both reading and writing (Adams, 2001). At first, children string letters together randomly, but as they learn the alphabet and sound-letter relations, they progress to the spelling of meaningful parts of words (Learning First Alliance, 2000). Children need opportunities to reproduce exact letter patterns, examine and categorize the similarities and difference in words, segment sounds in words to spell them, and manipulate patterns to spell accurately. Spelling instruction promotes using letter sound knowledge, phonological awareness, knowledge of word parts, and spelling conventions (National Reading Panel, 2000, and National Research Council, 1998). Children need opportunities to write for a variety of audiences and purposes integrated across the curriculum. Using what they learn about sounds, letters, and spelling patterns, students strengthen their skills in reading and writing.

Classroom Based Assessment: A Part of the Whole

Student progress in all of the essential components of reading instruction needs to be monitored on a regular, ongoing basis by the classroom teacher. Assessments need to be direct and explicit and drive instruction for each individual student. "Progress monitoring assessments should be closely aligned with intervention content, which should be closely aligned with accountability outcomes. The whole assessment, instruction, and intervention system should be closely aligned to the important beginning reading skill areas" (Kameenui, 2002).

Reading First schools will work as a team to integrate these components in a systematic and explicit approach with a commitment to collaborative and collegial coaching.

Implementation of Effective Intervention Plans Based on Scientific Research

Recognition of At-Risk Factors

The National Research Council's report recognized that children with limited exposure to words and books may not learn to read as easily as children with large vocabularies and rich literacy experiences. Among those children who are likely to begin school less prepared to learn to read are:

- Children living in low-income communities;
- Children with limited English proficiency;
- Preschool children slated to attend an elementary school where achievement is chronically low;
- Children suffering from specific cognitive deficiencies, hearing impairments, and early language impairments; and
- Children whose parents have a history of reading problems.

Many of our Arizona classrooms have students with these at-risk characteristics as previously stated. Research has validated practices and predictors for the identification of students at-risk: phonological awareness and identification of letter sounds, rapid naming of letters, vocabulary knowledge, and word reading (Fletcher et al, in press; O'Connor and Jenkins, 1999; Torgeson, in press; Vellutino, Scanlon, and Lyon, 2000; and Wood, Hill, and Meyer, 2001). One of the persistent challenges is how to ensure that classroom teachers are using these predictors in diagnostic and ongoing progress monitoring and are using the information to tailor instruction. Reading First teachers will have the training and practice to use these predictors effectively. Reading First schools will recognize and address early stumbling blocks by working with parents, families, and community organizations that can support literacy outside of school.

Children who are having difficulty learning to read do not, as a rule, require completely different instruction. Instead, they benefit from individual attention and more expert individual application of the teaching methods. The differences are primarily in intensity, quantity, and maintenance of the highest possible quality of interactions around language and literacy. Critical variables investigated in converging studies to determine the success of early reading intervention aimed at "at-risk" students include: intensity, duration, supportiveness of

instruction, timing of the intervention, the student-teacher ratio, the knowledge base of the intervention teacher, and the content of the intervention.

Reading intervention plans should include the following criteria:

- Early (K-2) identification and intervention,
- Delivery by the best teachers,
- Strong diagnostic component,
- Focus on the individual child,
- Small group instruction,
- Abundant practice in reading and writing,
- Development of phonemic awareness,
- Teacher training that ensures excellence, and
- A Reading Improvement Plan that accounts for every child.

Although volunteer tutors can provide valuable practice and motivational support for children learning to read, they should be expected neither to provide primary reading instruction nor to instruct children with serious reading problems.

Reading First schools will design effective intervention plans based on scientific research that are implemented in grades K-3 when a child is first identified as at risk.

Implementation of School Improvement /Achievement Goals For Reading

Arizona has in place -- in statute and in its school accountability system -- a mechanism to impact change in schools where students are demonstrating early reading difficulties. Currently in law, if 20 percent or more of 3rd grade students are not meeting the standard in reading at the end of 3rd grade, schools are required to conduct a curriculum, program, and professional development review to re-evaluate its approach to teaching reading. In accordance with AZ LEARNS, schools are then required to develop a school improvement plan and implement it. This process involves school board members, the superintendent, the building principal, teachers and support staff and parents. The *Arizona Title I School Improvement Manual*, which includes a chapter on "Planning Reading Improvement," is made available to all schools in the school improvement process. An example of the assistance provided to schools in designing school improvement plans for reading achievement, it will also be a part of the technical assistance provided to Reading First subgrant schools. **Reading First schools will thoughtfully design and effectively implement improvement plans for reading with targeted achievement goals.**

With a comprehensive reading program based on scientific research, teachers who understand how to transfer that research knowledge to the classroom, a focused school improvement process, and strong leadership to mobilize the school community to stay the course, Reading First schools will be in a position to provide all students the opportunity to learn to read.

C. COHERENCE

This section is fully elaborated upon in other sections. Every effort has been made to coordinate programs and maximize funding sources from federal, state, and local levels to establish consistency and coherence to achieve Arizona's Reading First goal and the intended purpose of the Leave No Child Behind legislation.. In particular, please refer to the organizational and flow charts integrated into the narrative.

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