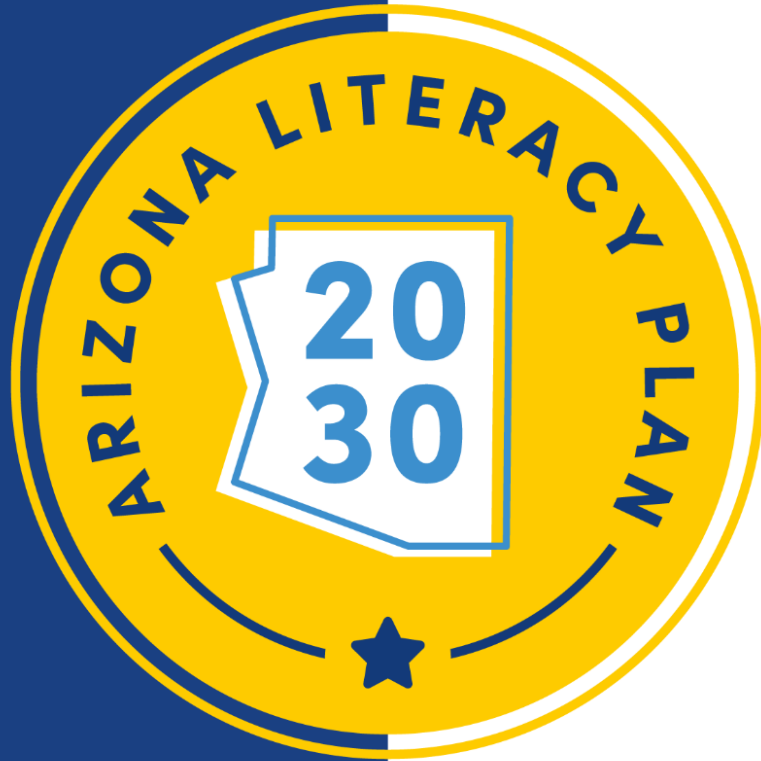




Arizona Literacy Plan 2030



SECTION 1

Making the Case

- Literacy is the Key
- Science of Reading
- Reading Proficiency in PK-3

SECTION 2

Literacy Landscape

- National Assessment of Educational Progress
- Southern Surge States
- Arizona Comparison
- Arizona Data
- Arizona Policies

SECTION 3

Arizona Literacy Plan 2030

- Key Drivers
- Scale-to-Succeed Strategies
- Partner Action Commitments
- Timeline
- Collaboration, Coordination & Convening

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Resources

View the full plan at ArizonaLiteracyPlan2030.org



INTRODUCTION

Literacy is the key to student achievement, a strong workforce, and Arizona's future.

Arizona Literacy Plan 2030 outlines the key drivers, proven strategies, and actions required to improve literacy outcomes for Arizona students. It is the product of over a yearlong process of gathering input from partners and stakeholders from across the state and is endorsed with their commitments to take meaningful steps in support of it.

Partners in the development of Arizona Literacy Plan 2030 include:

- Read On Arizona Advisory Board
- Arizona Department of Education State Leadership Team
- Arizona State Board of Education K-3 Early Literacy Working Group
- Arizona's Path Forward-Strengthening Educator Prep Pipeline State Team
- Arizona Comprehensive Literacy State Development Grant (CLSD) Institutes of Higher Education Literacy Task Force
- 20+ Read On Communities, Annual Stakeholder Convening, Early Literacy Policy Work Group
- Arizona Chronic Absence Task Force



BACKGROUND

Launched in 2013, Read On Arizona leads the statewide collaboration to advance the strategies, policies, and investments needed for all children to be proficient readers and successful in school.

READ ON ARIZONA ADVISORY BOARD





SECTION 1

Making the Case



Literacy is the Key

to Student Achievement



Literacy is the Key

to Arizona's Future



4x

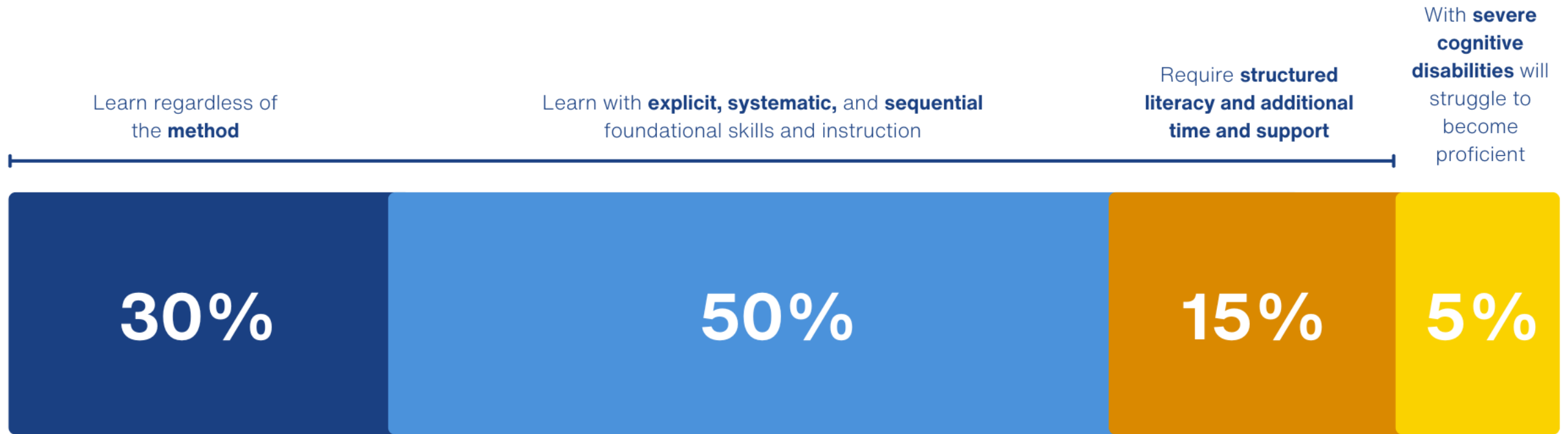
Students who don't read proficiently by the end of third grade are four times more likely to leave high school without a diploma.



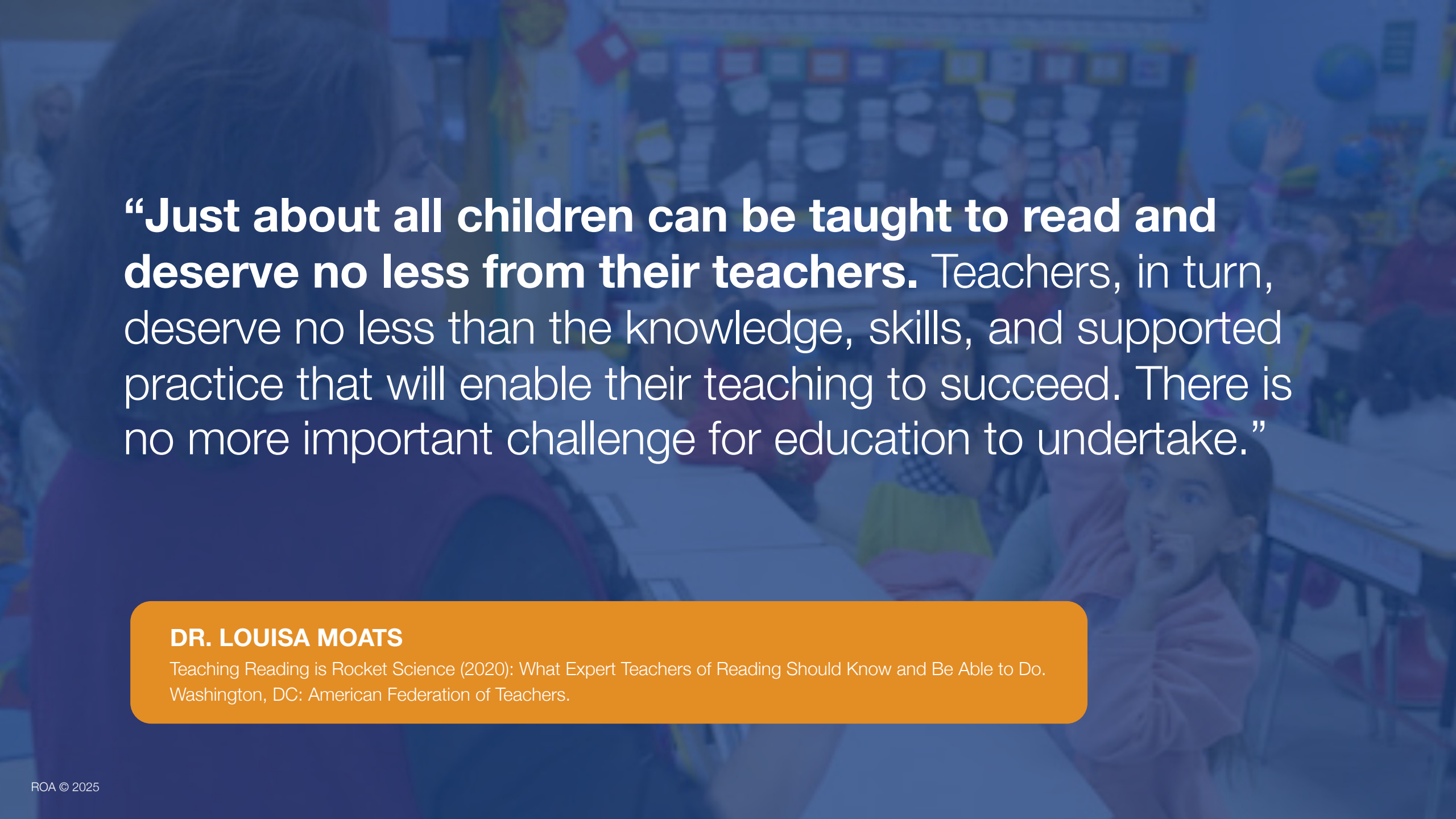
95%

Research shows that with the right instruction, intervention and support, 95% of all children can learn to read.

95% of all children can learn to read proficiently.



Source: National Institute of Health

A blurred background image of a classroom. In the foreground, a teacher with long dark hair is seen from the back, looking towards a group of children. The children are seated at desks, and some have their hands raised. The classroom is decorated with colorful papers and posters on the walls.

“Just about all children can be taught to read and deserve no less from their teachers. Teachers, in turn, deserve no less than the knowledge, skills, and supported practice that will enable their teaching to succeed. There is no more important challenge for education to undertake.”

DR. LOUISA MOATS

Teaching Reading is Rocket Science (2020): What Expert Teachers of Reading Should Know and Be Able to Do.
Washington, DC: American Federation of Teachers.



The Science of Reading

The science of reading is a vast, evolving, interdisciplinary body of **scientifically-based research about reading and issues related to reading and writing.**

This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages.

The science of reading informs how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.

Source: Science of Reading: Defining Guide. The Reading League (2022).

Adopted by Arizona Department of Education



What the Science of Reading is not:

- An ideology or philosophy
- A one-size-fits-all approach
- A program of instruction
- A single, specific component of instruction, such as phonics



Structured Literacy

Structured Literacy provides a clear path to guide classroom instruction in the science of reading.

Instruction is:

Explicit: in the essential components of reading that integrate listening, speaking, reading, and writing

Systematic: moving from simple to complex

Cumulative: new concepts are linked to previously learned

Diagnostic: differentiated based on individual student need



Read On ARIZONA

Skills Staircase to Reading

Accumulation of Foundational Skills

The diagram illustrates the progression of reading skills across different grade levels, structured as a staircase. The skills are categorized into three main groups: Building Foundations in Oral Language and Emergent Literacy Skills, Learning to Read, and Reading to Learn.

Grade Level	Skills
Birth-5	Building Foundations in Oral Language and Emergent Literacy Skills
PreK/Kindergarten	Oral Language Development and Listening Comprehension Alphabet Knowledge Phonemic Awareness
1st Grade	Phonological Awareness (Identifies syllables) Decoding (From simple CVC to multisyllabic words) Fluency (Decodes with accuracy, automaticity, & comprehension) Encoding (Spells words phonetically and increasing complexity)
2nd Grade	Vocabulary Development Reading Comprehension
3rd Grade	Background Knowledge Language Structures Verbal Reasoning Advanced Comprehension Literacy Knowledge
4th Grade & Beyond	

What Can a Proficient Reader Do?

INFORMATIONAL TEXT

- Recognize how key details support the main idea.
- Recognize the relationship between (cause-and-effect, sequence) events, scientific concepts, or steps in a technical text.
- Explain the reason for an action and support answer with details from articles.
- Recognize a reason for an action that is implied, but not stated, by the text.
- Compare and contrast the most important points in two articles on the same topic.

LITERARY TEXT

- Infer motive and reasons that best explain a character's actions in a story.
- Determine the central message of a story or poem and explain how it is conveyed in key details in the text.
- Compare the feelings of a character in a poem to those of a character in a story using details from both texts.

A background image of a classroom scene. A teacher with long dark hair is in the foreground, looking towards a group of students. Several students in the background have their hands raised, indicating an interactive lesson. The classroom is decorated with various educational posters and materials on the walls.

“We need to shrink the gap between what we know and what we do. This is hard work. We have to be really dogged. And this is not just about schools.”

NONIE LESAUX, Dean, Harvard Graduate School of Education
READ ON ARIZONA LITERACY ROUNDTABLE, FEBRUARY 2025

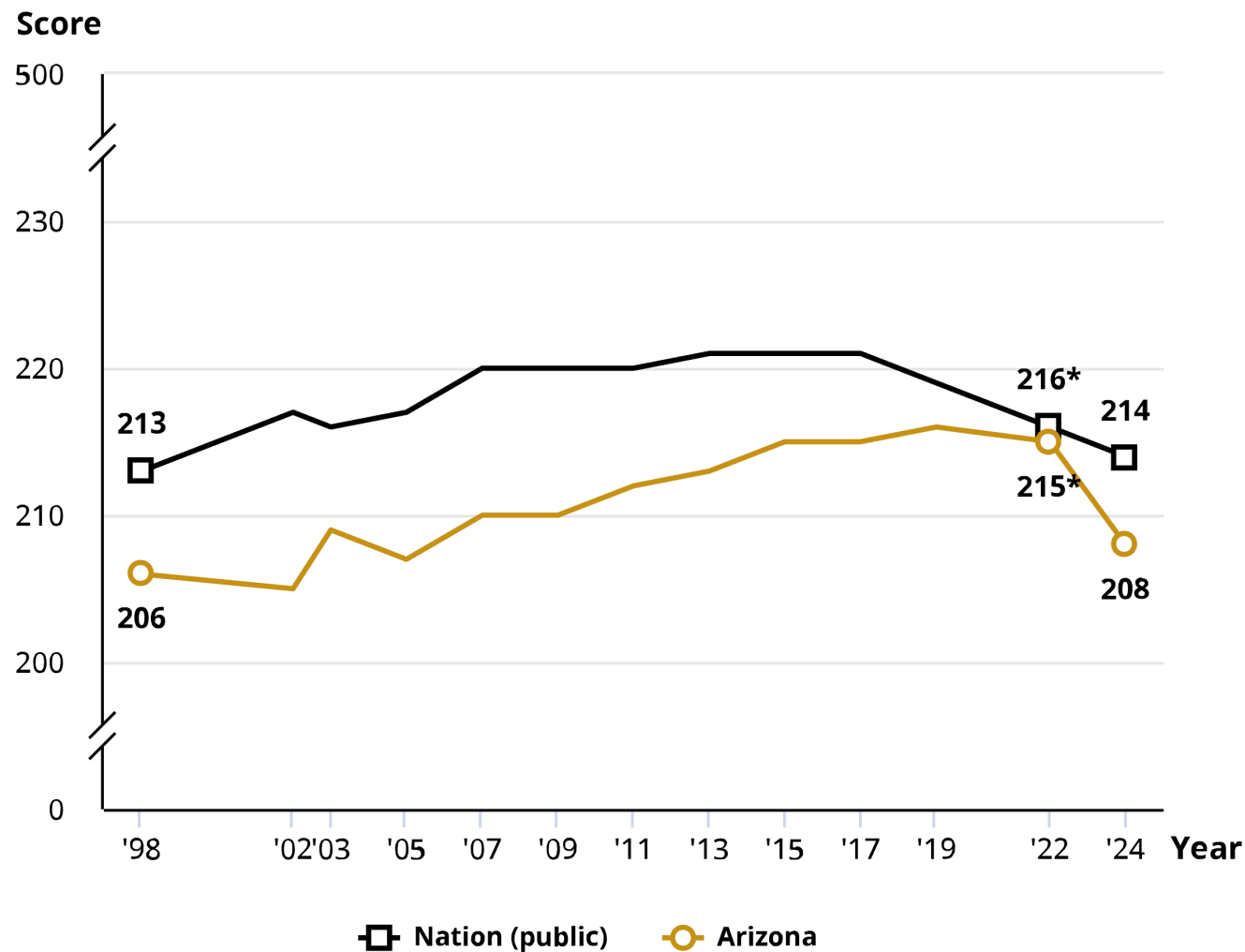


SECTION 2

Literacy Landscape

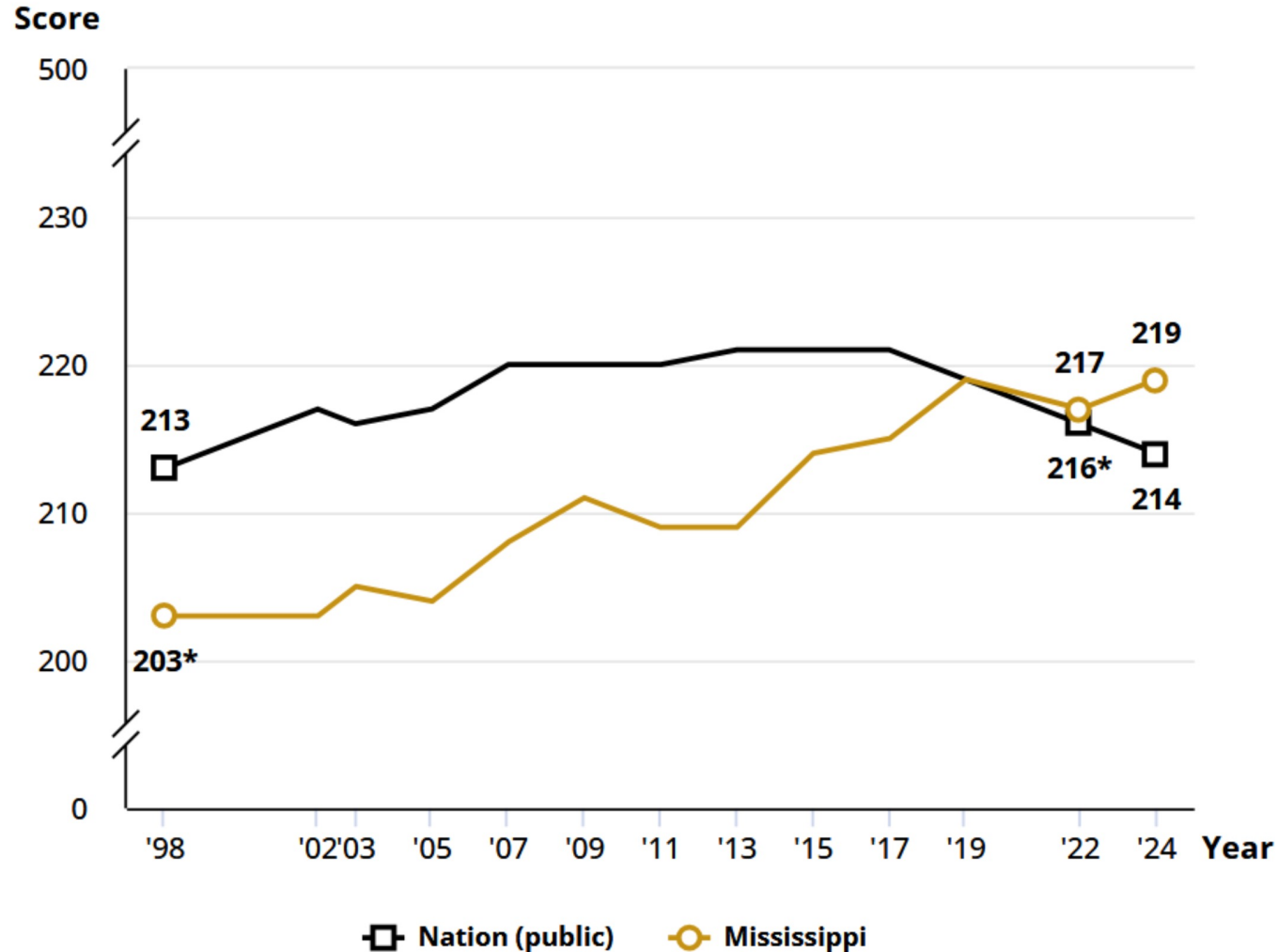
National Assessment of Educational Progress (NAEP), Fourth Grade Reading

2024 STATE SNAPSHOT REPORT



Mississippi

AVERAGE SCORES FOR MISSISSIPPI AND THE NATION, 4TH GRADE READING NAEP 2024



Mississippi was the only state with gains across all performance levels over the last decade. Its average went up, and so did the scores of its highest and lowest performers.

Mississippi

POLICIES & STRATEGIES



Statewide training for teachers in the science of reading instruction and intervention.



Literacy coaches provide training and support for educators.



Ongoing communication with parents and individual reading plans created in **collaboration with parents** for students found deficient in reading.



State investments in Pre-K, kindergarten entry assessment, and full-day kindergarten.



Retention for third graders not meeting reading score for promotion.

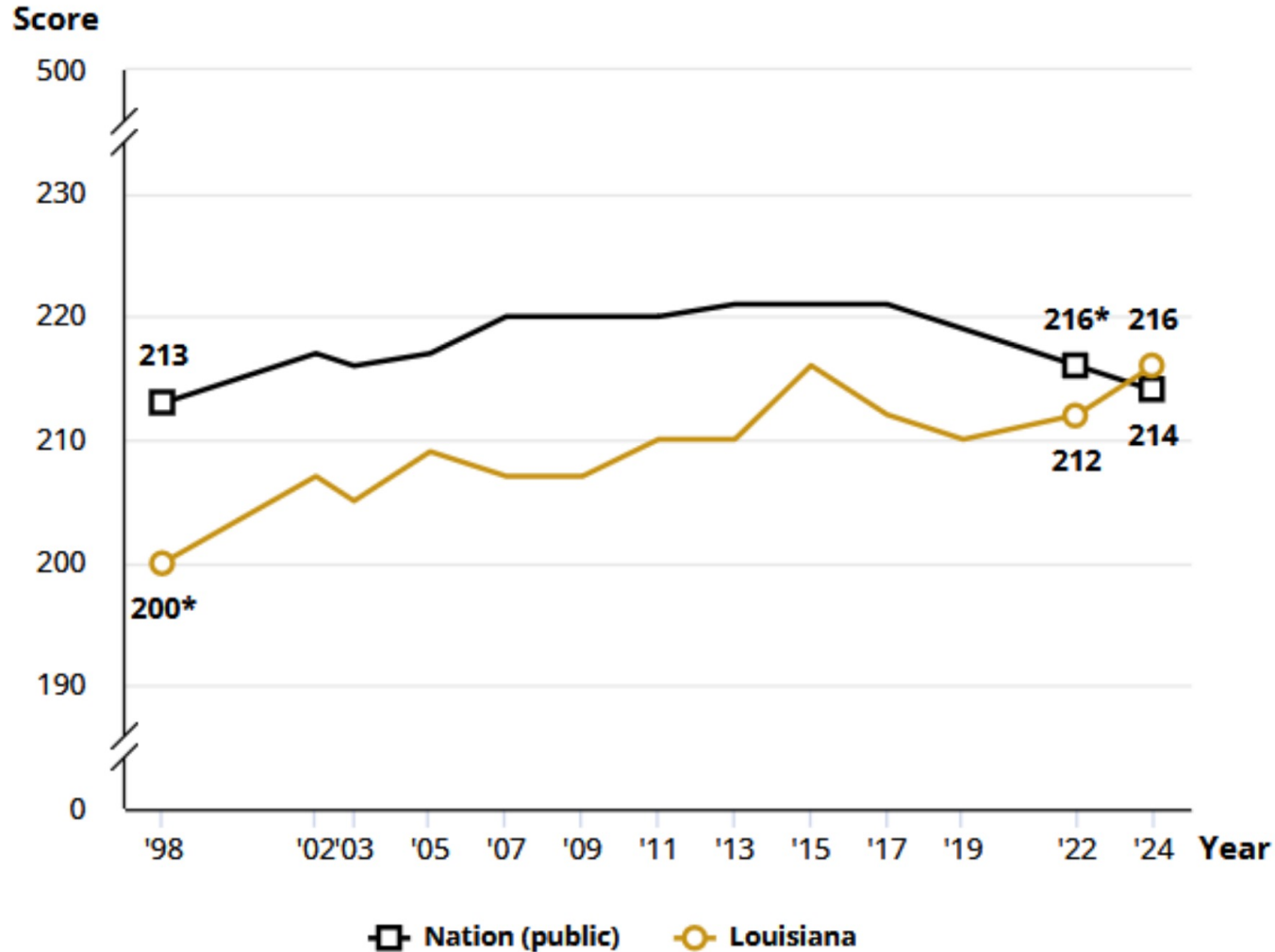


SCALE TO SUCCEED

Mississippi pioneered literacy coaching in 2013, sending coaches to its lowest-performing schools. At the height of scale, 75 coaches were deployed across the state.

Louisiana

AVERAGE SCORES FOR LOUISIANA AND THE NATION, 4TH GRADE READING NAEP 2024



In 2024, Louisiana performed better than it had in 2019, making it one of the rare places to see academic recovery. It was one of only two states to avoid a COVID dip in reading scores.



Improved **knowledge-building curriculum**.



All K-3 educators required to have **training in the science of reading**.



New **literacy screening** and parent notification.



High-impact tutoring.



State investments in Pre-K, kindergarten entry assessment and full-day kindergarten.



Retention for third graders not meeting reading score for promotion.

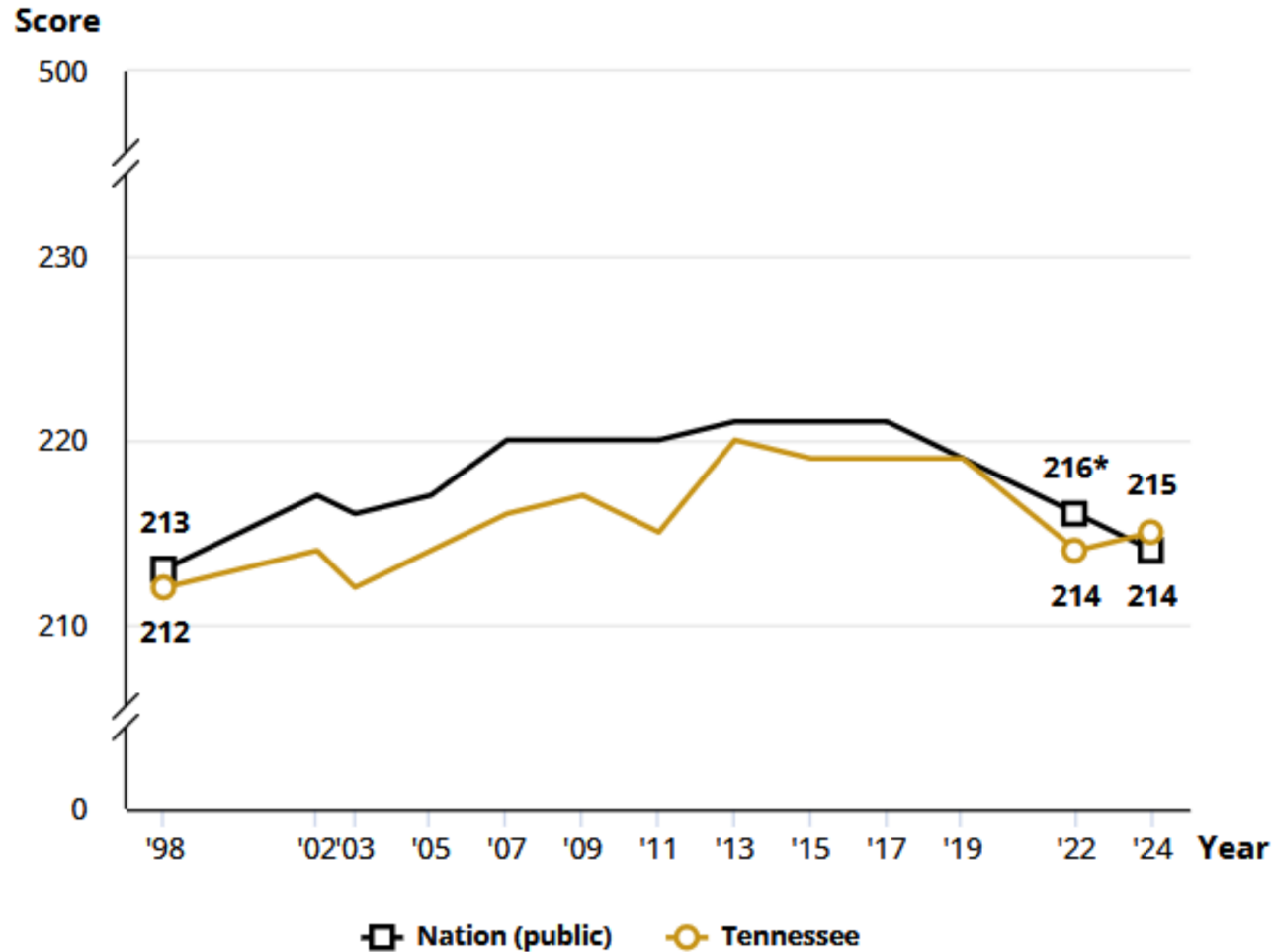


SCALE TO SUCCEED

In 2013, the state began doing curriculum reviews. Since 2016, all schools have been required to use high-quality instructional materials. The state provided free professional learning workshops for specific curricula.

Tennessee

AVERAGE SCORES FOR TENNESSEE AND THE NATION, 4TH GRADE READING NAEP 2024



Tennessee learned from both Mississippi and Louisiana and took the best of both models.



Reformed and improved knowledge-building curriculum along with a free foundational skills curriculum available to all schools; in 2020 all schools adopted HQIM from approved list to receive state funds.



DOE developed its own streamlined training for teachers; **nearly all elementary educators trained in the science of reading in less than three years.**



High-impact tutoring.



State investments in Pre-K, full-day kindergarten.



Retention for third graders not meeting reading score for promotion.

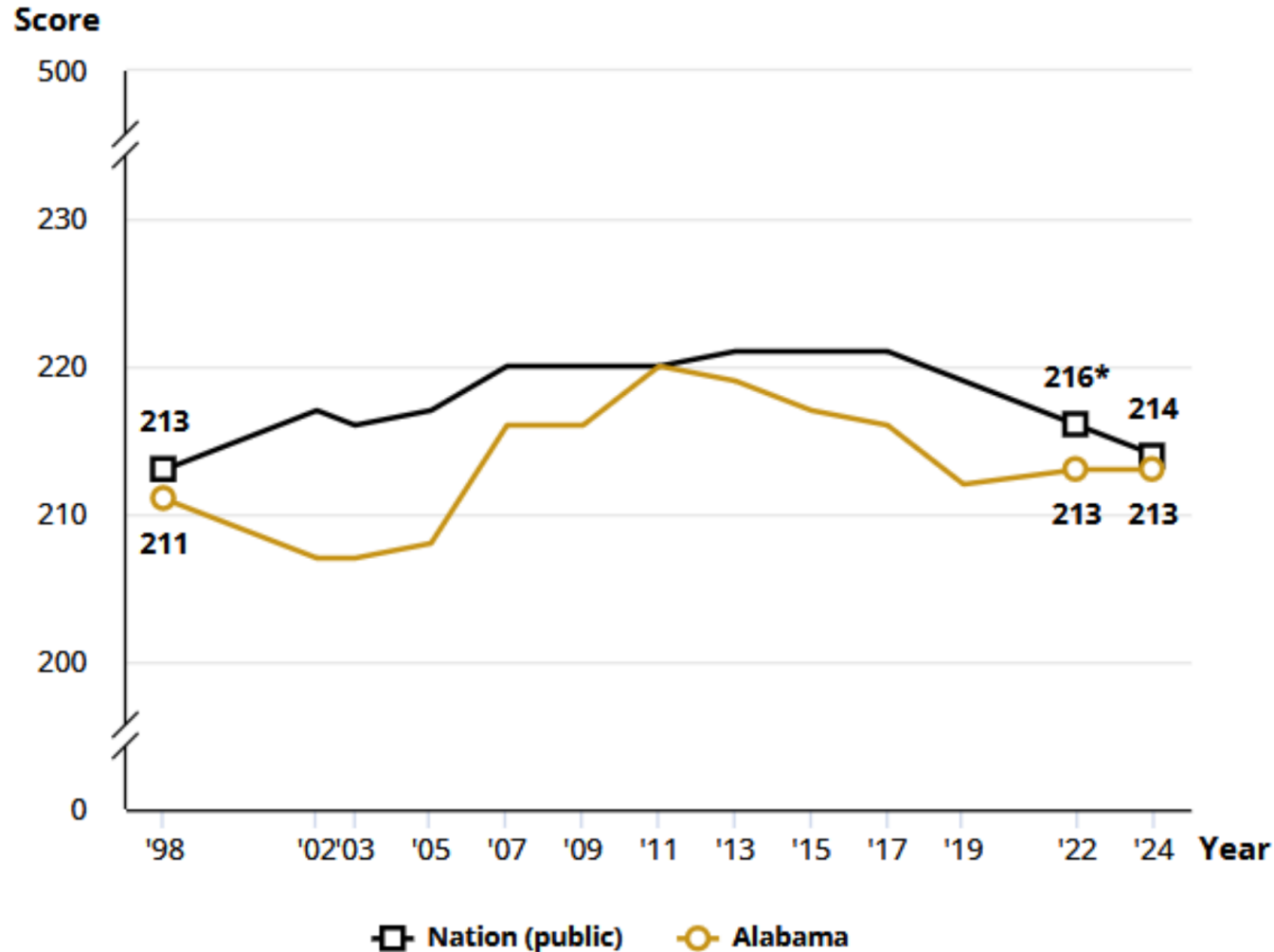


SCALE TO SUCCEED

Through its Reading360 initiative, the state trained more than 45,000 teachers or 70% of all its teachers effectively in the science of reading in less than three years. (2020-2023)

Alabama

AVERAGE SCORES FOR ALABAMA AND THE NATION, 4TH GRADE READING NAEP 2024



Alabama was one of only two states to show NAEP growth in 4th grade reading since 2019. In 2019, Alabama ranked 49th for fourth-grade reading, and today it ranks 34th.



Statewide training for teachers in the science of reading

instruction and intervention.



Literacy coaches provide training and support for educators.



All schools must use a **foundational skills curriculum** from approved list to receive state funds.



Lowest performing readers sent to literacy summer camps for 60 hours of intervention in the summer.



State investments in Pre-K, kindergarten entry assessment, and full day kindergarten.



Retention for third graders not meeting reading score for promotion.



SCALE TO SUCCEED

In one year, Alabama provided summer literacy camps for 30,000 struggling readers, catching half of them up to grade level.

State by State Comparison

State	State Pre-K Investments	Kindergarten Entry Assessment	Mandated Full Day Kindergarten	Science of Reading Training	High Quality Instructional Materials	Literacy Coaches
Mississippi						
Alabama						
Louisiana						
Tennessee						
Arizona						

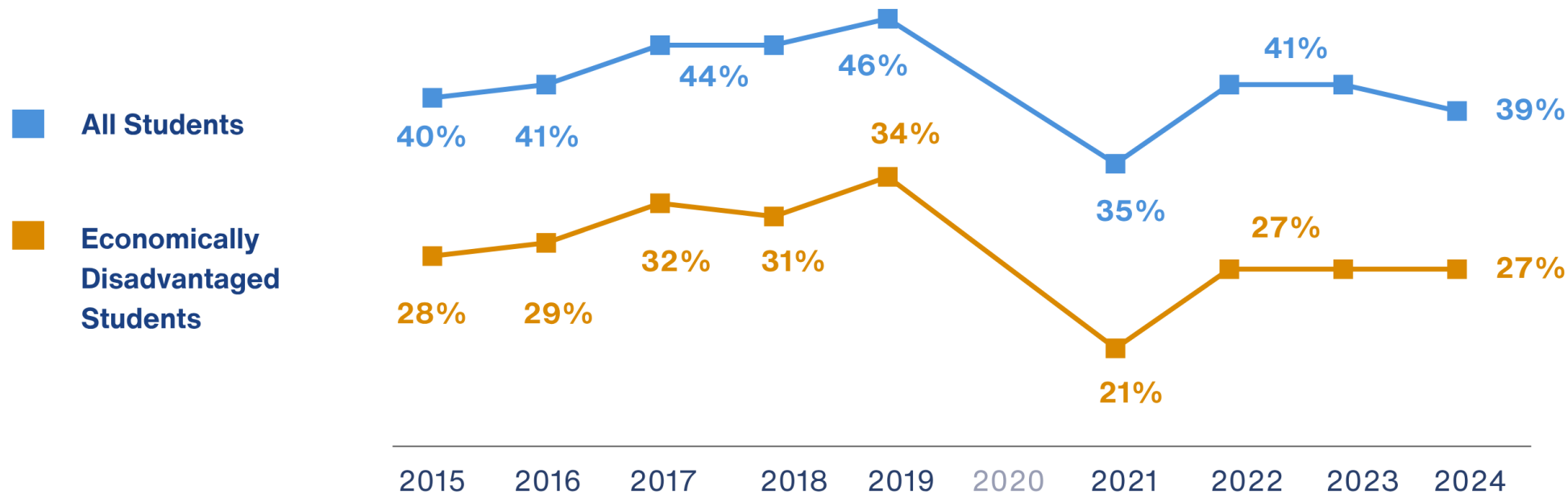


Arizona Literacy Landscape

- Data
- Literacy Policies

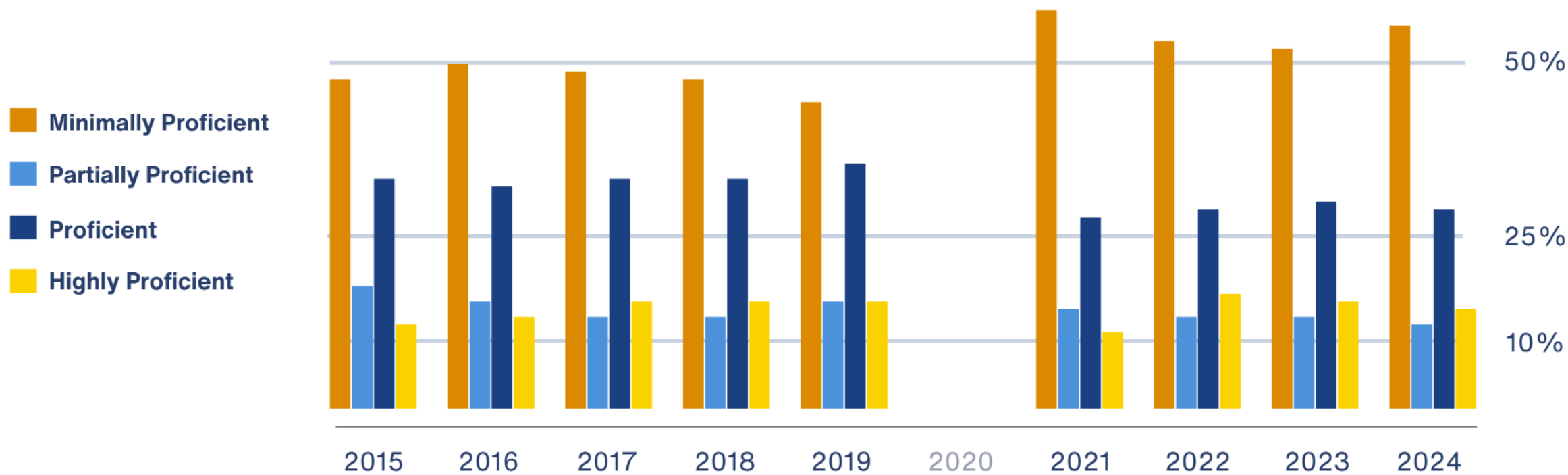
Arizona Academic Standards Assessment (AASA), Grade 3, English Language Arts

PERCENT PASSING



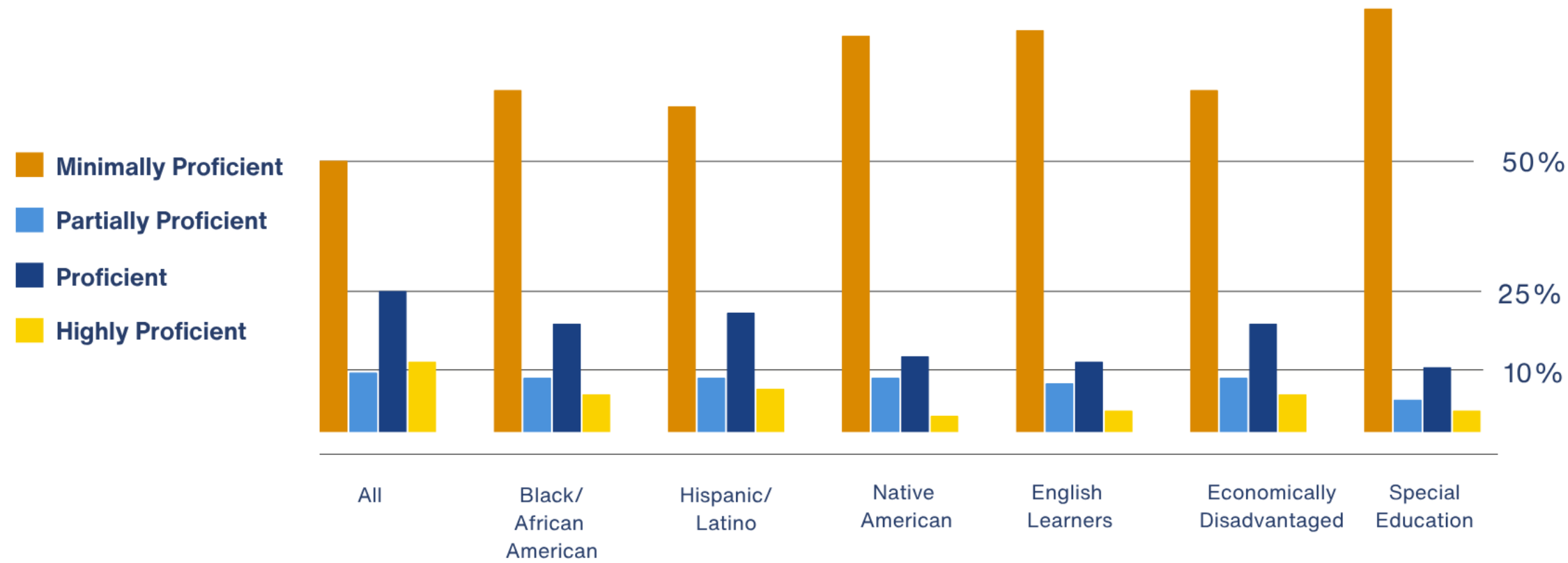
Arizona Academic Standards Assessment (AASA), Grade 3, English Language Arts

ALL STUDENTS, BY PROFICIENCY LEVEL



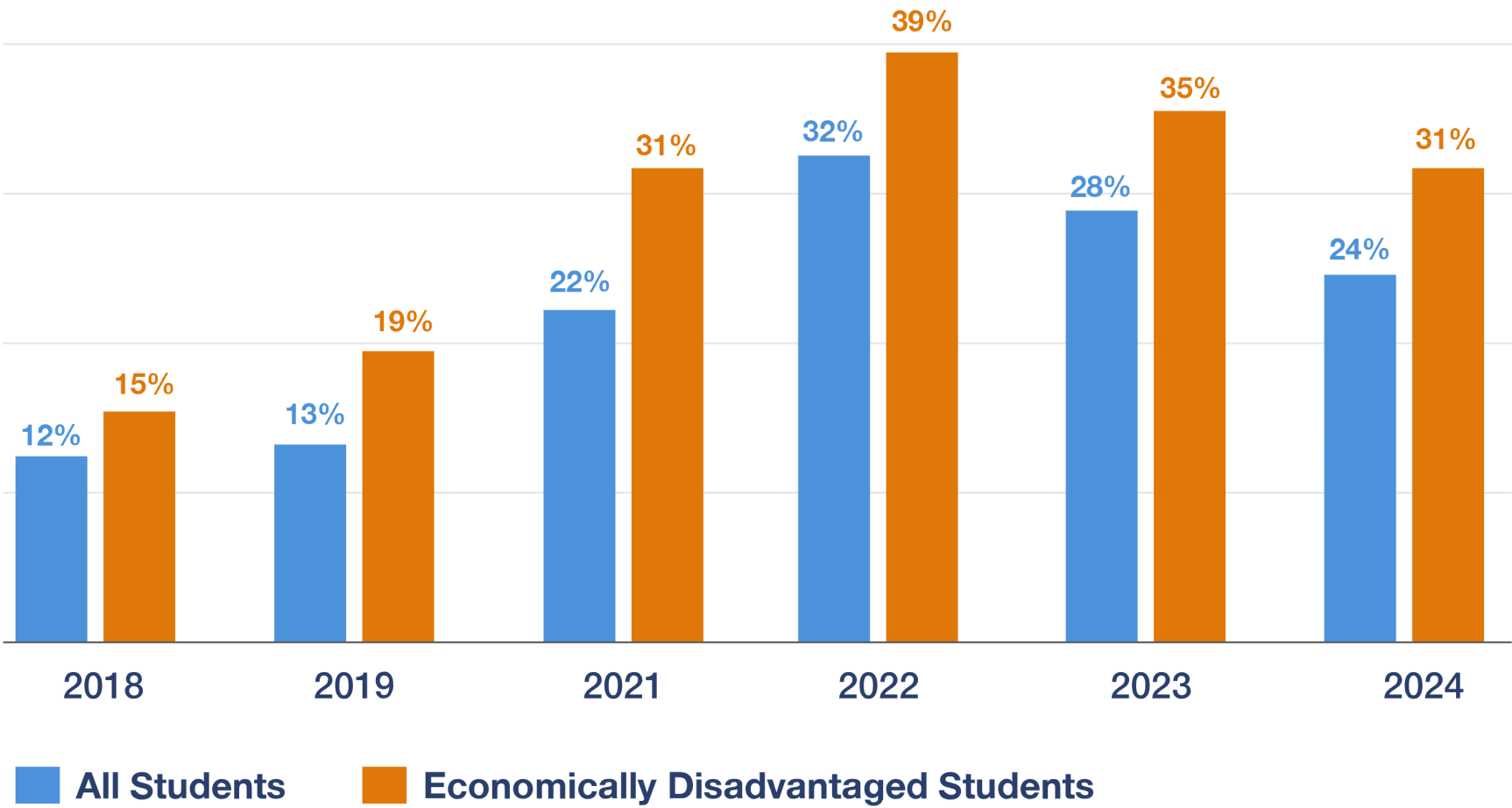
Arizona Academic Standards Assessment (AASA), Grade 3, English Language Arts

STUDENT SUBGROUPS, 2024



Arizona Chronic Absence Rate

GRADES 1-8





POLICIES

Move On When Reading (MOWR)

- **Move On When Reading is our state's K-3 reading policy**, which helps public and charter schools provide effective, evidence-based reading instruction for students in kindergarten through third grade and identify and support students with reading challenges as early and effectively as possible.
- **Funding to support all public and charter K-3 schools to promote evidence-based reading instruction and early intervention.**
- **To receive MOWR funds, each school district and charter school is required to submit a literacy plan annually to ADE.**
- **Funding must be used to support K-3 reading through:**
 - Staffing
 - Materials
 - Assessment
 - Professional Development



2010-PRESENT

Move On When Reading (MOWR)

A.R.S. §15-701 states that districts or charters are required to do:

- Provide for **universal literacy screening** of students (PK-3rd grade) to identify students who have reading deficiencies.
- School districts and charter schools must develop **evidence-based intervention and remedial strategies for K-3 students** identified as having reading deficiencies.
- Provide annual written notification to parents of PK-3 students who do not demonstrate sufficient reading skills within three weeks of identifying the deficiency.
- Students who score significantly below grade-level on the 3rd grade state assessment may be retained in order to receive additional reading instruction and support. A student that needs additional help may be eligible for a “good cause exception”.

A.R.S. §15-704 states that districts or charters are required to:

- Implement a K-3 assessment system that includes a dyslexia screening plan.
- Have an evidence-based reading curriculum and provide ongoing teacher training based in evidence-based reading research.
- Provide explicit instruction and intensive interventions for students reading below grade level.
- Devote reasonable amounts of time to explicit evidence-based instruction and independent reading in grades one through three.
- Provide explicit and systematic instruction in 1) phonological awareness, including phonemic awareness; 2) phonics encoding and decoding; 3) vocabulary development; 4) reading fluency; 5) reading comprehension; and 6) written and oral expression, including spelling and handwriting.



2019 - 2021

Additional Policies to Support Early Literacy

A.R.S. §15-756 SUPPORT FOR ENGLISH LEARNERS (2019)

Provides a prescriptive approach to language instruction for EL students while allowing flexibility. The goal is for EL students to become fluent English proficient in a period “not normally to exceed one year.” Students receive four hours of intensive language intervention each day in the components of oral language (listening and speaking), reading, writing and grammar.

A.R.S §15-211 DYSLEXIA TRAINING (2019)

Requires that a Dyslexia Training Designee (DTD) be established at each school. The DTD is required to participate in training courses focused on reading instruction, intensifying reading instruction, and understanding and recognizing dyslexia from a list of approved trainings that meet the legislative criteria. Each year, schools must identify their DTD and provide training documentation as a part of their annual MOWR literacy plan submission.

A.R.S §15-704 SCREENING OF ALL KINDERGARTEN AND 3RD GRADE STUDENTS FOR CHARACTERISTICS CONSISTENT WITH DYSLEXIA (2021)

These screening measures have been embedded within the universal literacy screening already taking place on each campus three times per school year. A list of approved tools is reviewed annually to meet the requirements of the legislation.

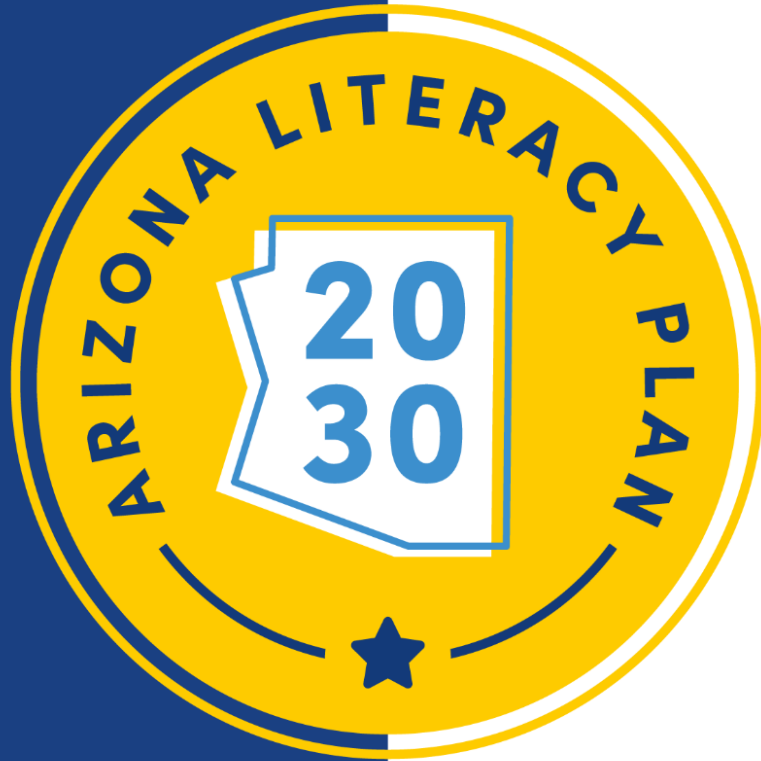
A.R.S §15-501.01 K-5 LITERACY ENDORSEMENT (2021)

All current kindergarten through 5th grade certificated educators who provide literacy instruction must acquire the K-5 Literacy Endorsement by 2028. All pre-service teachers exiting teacher prep programs will need this endorsement starting in 2025.

A blurred background image of a classroom. A teacher with long dark hair is in the foreground, facing a group of young students. Several students have their hands raised, indicating an interactive lesson. The classroom is decorated with colorful papers and posters on the walls.

"Improving literacy rates is a requirement for building a qualified workforce for the future, keeping the United States globally competitive and ensuring broader economic opportunity."

Why Reading Matters - Now More Than Ever
BUSINESS ROUNDTABLE (2016, 2022)



SECTION 3

Arizona Literacy Plan 2030



Key Drivers



Building educator capacity
in the science of reading.



Scaling up **evidence-based literacy solutions.**



Engaging families and communities to support school readiness and literacy.



Expanding access to **high-quality early learning.**



Scale-to-Succeed Strategies



Sustain the **K-5 Literacy Endorsement** so all certified K-5 teachers are trained by 2028.



Build on the success of **P-3 early literacy coaching** to deploy literacy coaches where most needed.



Ensure all schools serving K-3 are using **high-quality instructional materials** by 2027.



Increase access to **quality early learning opportunities**.



Reduce chronic absence to pre-pandemic levels by 2030.



Scale-to-Succeed Strategies

Arizona Impact Tracker

Sustain K-5 Literacy Endorsement so all EPP candidates and certified K-5 teachers are trained by 2028.



CURRENT STATUS: 2,217 | **TARGET GOAL: 24,483**

Build on the success of P-3 early literacy coaching to scale literacy coaches where most needed.



CURRENT STATUS: 34 COACHES | **TARGET GOAL: 125 COACHES**

Ensure all schools serving K-3 are using high-quality instructional materials by 2027.



CURRENT STATUS: 71-75% | **TARGET GOAL: 100%**



Scale-to-Succeed Strategies

Arizona Impact Tracker

Reduce chronic absence to pre-pandemic levels by 2030.



CURRENT STATUS: 24% | **TARGET GOAL: 13%**

Increase access to quality early learning for preschool age children.



CURRENT STATUS: 32% | **TARGET GOAL: 45%**

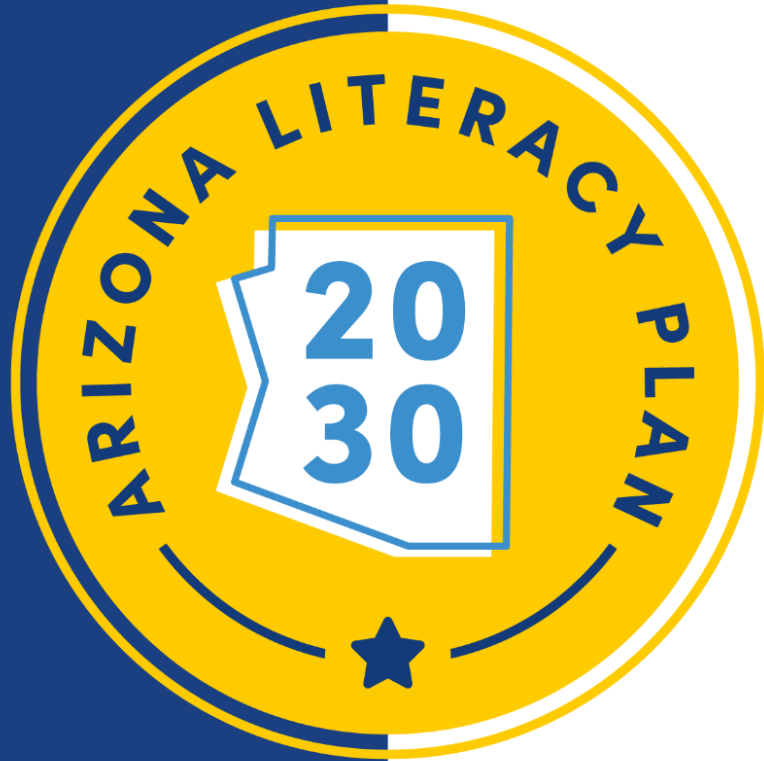


Progress takes both time and commitment

“This movement is not something you can check off a to-do list, but a shift in mindset and support to continuously build capacity within our teachers, administrators, and district staff.”

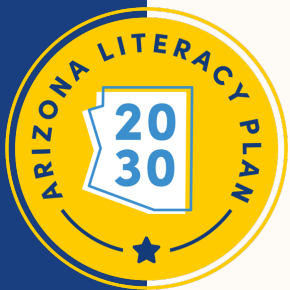
ALANA MANGHAM

2024 Predictions: What's Ahead in Early Literacy, IMSE JOURNAL (December 2023)



Partner Action Commitments

to Drive Literacy Progress in Arizona



Partner Action Commitments

State, regional, and local partners are committed to taking meaningful steps in support of Arizona Literacy Plan 2030. Organized by partner and key driver, these commitments are vital to bringing our key strategies to the scale necessary to reach our shared goal.

Visit ArizonaLiteracyPlan2030.org to see all Partner Action Commitments.

Filter Results

Selected Filters

Building Educator Capacity x

Clear All

Key Driver

☒ Building Educator Capacity

☐ Engaging Families and Communities

☐ Evidence-Based Literacy Solutions

☐ High-Quality Early Learning

Partner

Keyword Search

Arizona Department of Education

★ Key Driver

Building Educator Capacity

👤 Action Commitment

Foundational Literacy Coaching Grant

- Support evidence-based literacy instruction in grades PreK-3rd. Support teachers in implementing evidence-based core curriculum.
- Professional development focused on the foundations of early literacy instruction and assessment data

✅ Progress Indicator

More than 30 literacy coaches statewide serving in PK-3 communities of high need in 2025. By 2028, targeted scaling of literacy coaches so that there is a literacy coach in high-need K-5 schools.

Arizona State Board of Education

★ Key Driver

Building Educator Capacity

👤 Action Commitment

Recommendation Group 1 (Guidance): #9:

- Develop and provide training, guidance, and resources related to ways that LEAs can efficiently meet the instructional reading requirements of both the Language Development Approach for English language learners and the requirements for MOWR.

Department of Economic Security

★ Key Driver

Building Educator Capacity

👤 Action Commitment

Arizona Early Childhood Educator Apprenticeship Pathway

- Designed in partnership with Central Arizona College to create a more highly trained early childhood workforce
- Federally registered apprenticeship program that supports wage enhancements for apprentices and journey workers (teacher mentors) so early childhood educators can earn while they learn

✅ Progress Indicator

Increase the number of highly trained early childhood educators in Arizona.

Read On Northern Pinal County

★ Key Driver

Building Educator Capacity

👤 Action Commitment





Language Essentials for Teachers of Reading and Spelling

Provide LETRS training for K-3, ELL, & ESS teachers in the Florence Unified School District.

✅ Progress Indicator

As of April 2025:
32 are trained in Vol. 1 & 2
31 trained in Vol. 1
27 currently working on Vol. 1.

Read On Arizona Philanthropic Partners Literacy Actions

Read On Arizona Philanthropic Partners	 Building educator capacity in the science of reading	 Scaling up evidence-based literacy solutions	 Engaging families and communities to support school readiness and literacy.	 Expand access to high-quality early learning
	Investments in workforce development and literacy coalitions focused on supporting teachers and administrators.	Investments to support implementing evidence-based proactive and intervention strategies to reduce chronic absence.	Investments in local organizations that engage families and communities in early literacy.	Investments in local organizations to provide high quality professional development to early childhood programs and educators.
	Investments in statewide and local programs focused on providing literacy-based coaching supports in the early years and early grades.	Investments to support high impact tutoring in high needs schools and communities.	Investments in statewide and local collaboratives focused on providing evidence-based parent education to support school readiness and early literacy.	Solutions to sustain/expand evidence-based early learning opportunities and programs.
	Investments in regional collaboratives to support literacy-based professional development.	Research briefs and/or convenings related to evidence-based solutions and challenges.	Resources for evidence-based programming focused on strengthening abilities of families to support their child's early literacy development.	Research in support of model early learning programs.



KEY GOALS IN NEXT 5 YEARS

Literacy Plan
2030 launch

2025



By 2026

Targeted scaling of literacy coaches to **50 foundational literacy coaches**.

100% of schools use high-quality instructional materials as required by Move on When Reading.

By 2027



By 2028

All K-5 certified educators trained in the science of reading (K-5 Early Literacy Endorsement).

Identify additional investments in preschool to reach progress meter goal.

By 2029



By 2030

Reduce chronic absence to pre-pandemic levels.



Implementation

Read On Arizona's Role

COORDINATION & COLLABORATION:



EVIDENCE BUILDING

DATA ANALYSIS TOOLS & CASE STUDIES



KNOWLEDGE BUILDING

CONVENING & TECHNICAL ASSISTANCE



MOVEMENT BUILDING

POLICY, LEADERSHIP & SUSTAINABILITY, COMMUNICATIONS



VISIONARY GOAL

95%

of Arizona's third graders are proficient readers



From 39% to 72% of third graders scoring proficient or highly-proficient by 2030.

Starting early is essential.

“Children who were poor readers at the end of first grade had an 88% probability of remaining poor readers by fourth grade. Early reading difficulties persist unless addressed through effective intervention.”

DEVELOPING EARLY LITERACY: REPORT OF THE NATIONAL EARLY LITERACY PANEL,

A Scientific Synthesis of Early Literacy Development and Implications for Intervention
THE NATIONAL INSTITUTE FOR LITERACY (2008)



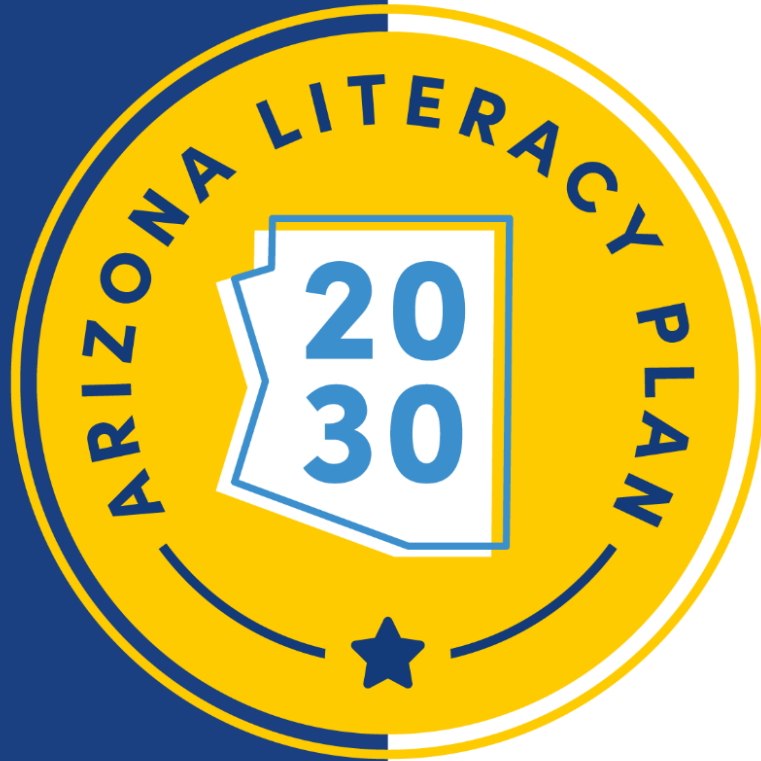
SECTION 4

Resources



Resources

- [Move on When Reading - Arizona Department of Education](#)
- [Arizona Department of Education ADEL Portal](#)
- [LitHubAZ](#)
- [MapLIT](#)
- [Arizona's Educator Workforce Resources](#)



View the full plan at
[ArizonaLiteracyPlan2030.org](https://arizonaliteracyplan2030.org)

To find out how you can add your organization's action commitments to Arizona Literacy Plan 2030, please contact:

Terri Clark

Arizona Literacy Director

Email: tclark@readonarizona.org