

August 2021

Dear K-3 Parents and Guardians,

This letter is to provide you with information on Arizona's Move on When Reading (MOWR) legislation and the impact it has on third grade promotion and retention.

The MOWR legislation was designed with the understanding that some students face unique challenges to learning. There are four exemptions to retention for a student who does not obtain a sufficient score on the reading portion of the 3rd grade statewide exam. These exemptions are:

1. A student is an English Language Learner or is Limited English Proficient and has received less than two years of English instruction.
2. A student with disabilities has an Individualized Education Plan (IEP), and the IEP team, which includes the student's parent/guardian, agrees that promotion is appropriate.
3. A student is in the process of a special education referral or evaluation for placement in special education and/or a student who has been diagnosed as having a significant reading impairment, including dyslexia.
4. A student has demonstrated or subsequently demonstrates sufficient reading skills or adequate progress towards sufficient reading skills of the 3rd grade reading standards as evidenced through a collection of reading assessments approved by the Board of Education.

Arizona's Move on When Reading (MOWR) legislation places great importance on the learning to read process beginning in kindergarten to ensure all students remain on track to be reading by grade level by the end of 3rd grade. Arizona Revised Statute § 15-701 states that if a student scores below the cut score on the reading portion of the 3rd grade statewide exam, he/she will not be promoted to the 4th grade until the student makes sufficient progress in reading proficiency. In the Spring 2022, results for the Reading Subtest of the new state assessment, *Arizona's Academic Standards Assessment (AASA)*, will be available prior to GPS Summer School, and families of students who fail to meet the minimum threshold for third grade promotion will be contacted by the school's principal or their designee to explore options for remediation to assist in plans for the following school year.

Gilbert Public Schools values a collaborative partnership between home and school. We incorporate a structured Multi-tiered System of Support (MTSS), which enables us to provide additional student support to address specific reading deficiencies. Continuous progress monitoring is provided to ensure student success. Part of this partnership also includes a plan to keep parents informed of their child's progress throughout the school year.

Information regarding A.R.S. § 15-701 can be found online at www.azed.gov/mowr. You may also contact your child's principal if you have questions.

Sincerely,
Brandie Burton
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