



**Challenge Charter School**  
Arizona's First Official Core Knowledge School  
2007 National Blue Ribbon School  
2007 National Charter School of the Year



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**(602) 938-5411 • Fax (602) 938-5393 • 5801 West Greenbriar Drive • Glendale • AZ • 85308**

August 27, 2020

Dear K-3 Parents,

This letter is to provide you with information on Arizona's *Move on When Reading* (MOWR) legislation and the importance it places on your child's ability to read at or above grade level by the end of 3<sup>rd</sup> grade. Arizona Revised Statute §15-701 states that if a student scores below the cut score on the reading portion of the 3<sup>rd</sup> grade AzMERIT exam, he/she will not be promoted to the 4<sup>th</sup> grade until sufficient progress is made to demonstrate that the student is reading proficiently.

There are four exemptions to retention in ARS §15-701. In accordance with the law, a school district governing board or the governing body of a charter school is permitted to promote a student who fails to meet the cut score on the reading portion of the 3<sup>rd</sup> grade AzMERIT exam for any of the four following reasons:

- (i) A third grade student is an English Language Learner who has received fewer than two years of English instruction; or
- (ii) A third grade student has a disability and the IEP team agrees promotion is appropriate or the student is in the process of being evaluated for an IEP; or
- (iii) A third grade student has been diagnosed with a significant reading impairment (including dyslexia); or
- (iv) A third grade student demonstrates sufficient reading skills or adequate progress toward sufficient reading skills through a collection of assessments approved by the State Board of Education.

Additional information about Arizona's Move on When Reading legislation can be obtained at [www.azed.gov/mowr](http://www.azed.gov/mowr).

If you have questions or need additional information please contact the Kelly Long at [klong@challengecharterschool.net](mailto:klong@challengecharterschool.net). You may also contact your child's classroom teacher if you have any further questions.

Sincerely,

*Kelly Long*

Title I Intervention Director