



Arizona State Board of Education  
K-3 Literacy Ad Hoc Committee

**NOTICE OF PUBLIC MEETING**

Pursuant to Arizona Revised Statutes (A.R.S.) 38-431.02, notice is hereby given to the members of the K-3 Literacy Ad Hoc Committee and to the general public, that the Committee will hold a meeting open to the public as specified below. The Committee reserves the right to change the order of items on the agenda, with the exception of public hearings. One or more members of the Committee may participate telephonically.

Pursuant to A.R.S. §38-431.02 (H), the Committee may discuss and take action concerning any matter listed on the agenda.

Pursuant to A.R.S. §38-431.03 (A) (3), the Committee may vote to convene in executive session for discussion or consultation for legal advice from the Committee's attorneys concerning any items on this agenda.

Persons with a disability may request a reasonable accommodation, such as a sign language interpreter, by contacting the State Board Office at (602) 542-5057. Requests should be made as early as possible to allow time to arrange the accommodation.

DATED AND POSTED this 9<sup>TH</sup> day of January, 2017.

By: \_\_\_\_\_

Karol Schmidt  
Executive Director  
(602) 542-5057

**AGENDA**

ARIZONA STATE BOARD OF EDUCATION  
K-3 LITERACY AD HOC COMMITTEE  
Thursday, January 12, 2017  
1:00 PM  
Arizona Department of Education  
1535 W. Jefferson  
Phoenix, AZ 85007  
Conference Room 122

1:00 p.m. CALL TO ORDER

GENERAL SESSION

- A. Presentation and discussion from Read Better Be Better – “Bigs and Littles”
- B. Presentation, discussion and possible action regarding possible recommendations of rules and policies for the Move on When Reading program pursuant to A.R.S. § 15-211, § 15-701 and § 15-704.
- C. CALL TO THE PUBLIC. This is the time for the public to comment. Members of the Committee may not discuss items that are not specifically identified on the agenda. Therefore, pursuant to A.R.S. 38-431.01(H), action taken as a result of public comment will be limited to directing staff to study the matter, responding to any criticism or scheduling the matter for further consideration and decision at a later date.
- D. FUTURE MEETING DATES AND ITEMS FOR FUTURE AGENDAS. The executive director, presiding officer or a member of the Committee may discuss future meeting dates and direct staff to place matters on a future agenda.

ADJOURN

## Article 3. Curriculum Requirements and Special Programs

### R7-2-318. K-3 Literacy Program

- A. The K-3 literacy program to improve the reading proficiency of pupils in kindergarten programs and grades one, two and three in school districts and charter schools shall be administered by the Department of Education. The Department shall establish, maintain and provide an online portal, technical support and guidance, and professional development training to assist those school districts and charter schools participating in the program.
- B. On or before June 1 of each year, the Department shall make the following available to school districts and charter schools serving pupils in kindergarten programs and grades one through three:
  1. An open online portal available to assist school districts and charter schools to prepare and submit literacy plans.
  2. A literacy plan template.
  3. The rubric used to evaluate literacy plan compliance.
- C. The initial literacy plan template shall contain the following components differentiated at the school level for pupils in kindergarten programs and grades one through three:
  1. School literacy contacts, literacy team members and master reading schedules;
  2. Core reading programs, including frequency and duration;
  3. Reading intervention programs (Tier II and Tier III), including frequency and duration;
  4. Assessment data on universal screenings, diagnostic tools, progress monitoring tools, summative assessment tools, motivational assessments, collections of reading assessments and alternative standardized reading assessments;
  5. Evidence of ongoing teacher training based on evidence-based reading research;
  6. Confirmation that notification letters have been sent to parents;
  7. Evidence-based intervention and remedial services provided to students;
  8. A budget and accompanying narrative regarding the expenditure of monies used only on instructional purposes intended to improve reading proficiency from the K-3 support level weight and the K-3 reading support level weight established in A.R.S. 15-943;
  9. Data and an accompanying narrative on program expenditures and results; and
  10. An evaluation of the effectiveness of the LEA's literacy program and teacher effectiveness in prior years and plans for improvement.
- D. Each school district and charter school shall review, approve and aggregate their individual school literacy plans into a comprehensive LEA literacy plan, using the format prescribed by the Department. Each school district or charter school that is assigned a letter grade of C, D or F shall submit its plan to the Department on or before July 1 of each year. Each school district or charter school assigned a letter grade of A or B shall submit its plan to the Department on or before July 1 in odd numbered years only beginning in 2016-2017.

- E. Each LEA literacy plan that is submitted shall include initial benchmark assessment data on pupil reading proficiency, and the LEA shall submit additional assessment data on February 1 and June 1 for pupils in kindergarten programs and grades one through three.
- F. On or before October 1, the school district governing board or charter school governing body shall submit to the Department information on the total number of pupils that were subject to retention, the total number that were promoted, the total number actually retained and the interventions that were administered as provided in A.R.S. 15-701.
- G. On or before August 1, the Department shall review all literacy plans and make recommendations for approval of plans to the State Board of Education. The Department shall provide assistance to districts and charter schools obtaining scores below the targeted rubric score to address deficiencies and allow for the resubmission of revised plans.
- H. Prior to the release of monies generated by the K-3 reading support level weight established in A.R.S. 15-943, a school district or charter school assigned a letter grade of C, D or F, or that has more than ten percent of its pupils in grade three who do not demonstrate sufficient reading skills as established by the Board according to the reading portion of the statewide assessment, shall submit a literacy plan for review and recommendation by the Department, and approved by the Board.
- I. The Department shall report any gifts, grants and donations it receives for the K-3 reading program and the Department's proposed expenditure of those funds to the Board.