

State of Arizona
House of Representatives
Fifty-third Legislature
Second Regular Session
2018

CHAPTER 309
HOUSE BILL 2520

AN ACT

AMENDING SECTIONS 15-211, 15-249.03 AND 15-249.09, ARIZONA REVISED STATUTES; AMENDING SECTION 15-701, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2017, CHAPTER 137, SECTION 4, CHAPTER 194, SECTION 2 AND CHAPTER 210, SECTION 3; REPEALING SECTION 15-701, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2017, CHAPTER 67, SECTION 2; AMENDING SECTION 15-704, ARIZONA REVISED STATUTES; RELATING TO READING INSTRUCTION.

(TEXT OF BILL BEGINS ON NEXT PAGE)

1 Be it enacted by the Legislature of the State of Arizona:

2 Section 1. Section 15-211, Arizona Revised Statutes, is amended to
3 read:

4 15-211. K-3 reading program; receipt and use of monies;
5 additional funding; report; program termination

6 A. The department of education shall administer a K-3 reading
7 program to improve the reading proficiency of pupils in kindergarten
8 programs and grades one, two and three in the public schools of this
9 state.

10 B. Each school district and charter school shall submit to the
11 department of education a plan for improving the reading proficiency of
12 its pupils in kindergarten programs and grades one, two and three. The
13 plan shall include baseline data on the reading proficiency of its pupils
14 in kindergarten programs and grades one, two and three and a budget for
15 spending monies from both the K-3 support level weight and the K-3 reading
16 support level weight established in section 15-943. Each school district
17 and charter school shall annually submit to the department of education on
18 or before October 1 an updated K-3 reading program plan that includes data
19 on program expenditures and results, except that beginning in fiscal year
20 2016-2017, a school district or charter school that is assigned a letter
21 grade of A or B pursuant to section 15-241 shall submit this plan only in
22 odd-numbered years.

23 C. School districts and charter schools shall use monies generated
24 by the K-3 reading support level weight established in section 15-943 only
25 on instructional purposes **BASED ON THE PLAN SUBMITTED PURSUANT TO**
26 **SUBSECTION B OF THIS SECTION** intended to improve reading proficiency for
27 pupils in kindergarten programs and grades one, two and three with
28 particular emphasis on pupils in kindergarten programs and grades one and
29 two.

30 D. Each school district and charter school that is assigned a
31 letter grade of C, D or F pursuant to section 15-241 or that has more than
32 ten percent of its pupils in grade three who do not demonstrate sufficient
33 reading skills as established by the state board of education according
34 to the reading portion of the statewide assessment shall receive monies
35 generated by the K-3 reading support level weight established in section
36 15-943 only after the K-3 reading program plan of the school district or
37 charter school has been submitted, reviewed and recommended for approval
38 by the department of education and approved by the state board of
39 education. The state board of education must give approval to a school
40 district or charter school before any portion of the monies generated by
41 the K-3 reading support level weight may be distributed to the school
42 district or charter school pursuant to this subsection.

43 E. Pupils in a charter school that is in its first year of
44 operation and that is sponsored by the state board of education, the state
45 board for charter schools, a university under the jurisdiction of the

1 Arizona board of regents, a community college district or a group of
2 community college districts are eligible for the K-3 reading support level
3 weight.

4 F. The department of education shall solicit gifts, grants and
5 donations from any lawful public or private source in order to provide
6 additional funding for the K-3 reading program.

7 G. The state board of education may establish rules and policies
8 for the K-3 reading program, including:

9 1. The proper use of monies in accordance with subsection C of this
10 section.

11 2. The distribution of monies by the department of education in
12 accordance with subsection B of this section.

13 3. The compliance of reading proficiency plans submitted pursuant
14 to subsection B of this section with section 15-704.

15 H. Pursuant to subsection G of this section, the department of
16 education shall develop program implementation guidance for school
17 districts and charter schools to assist schools in administering an
18 effective K-3 EVIDENCE-BASED reading program plan. This guidance shall
19 include identifying and recommending appropriate program expenditures,
20 providing technical oversight and assistance for annually updating reading
21 program plans, selecting and adopting evidence-based reading curricula and
22 providing and promoting teacher professional development that is based on
23 evidence-based reading research. The department shall prioritize supports
24 and interventions, including enrollment in reading trainings and
25 professional development, for school districts and charter schools that
26 have the highest percentage of pupils who do not demonstrate sufficient
27 reading skills as established by the state board of education. The
28 department shall deposit any monies received for offering reading
29 trainings or professional development, ~~into~~ INCLUDING COACHING, IN the
30 department of education professional development revolving fund
31 established by section 15-237.01.

32 I. On or before December 15, the department of education shall
33 submit an annual report on the K-3 reading program to the governor, the
34 president of the senate and the speaker of the house of representatives
35 and shall provide a copy of this annual report to the secretary of state,
36 the state board of education and the chairpersons of the education
37 committees of the senate and the house of representatives. The report
38 shall contain all of the following:

39 1. Information on the improvement of K-3 reading in this state,
40 including achievement data statewide and achievement data at the school
41 district and charter school level. The information pursuant to this
42 paragraph shall include data and information on continued proficiency on
43 the statewide assessment in subsequent grades.

44 2. A description of the activities of the department to support
45 school districts and charter schools in improving K-3 reading.

1 3. Specific findings on methods by which the department may
2 continue to improve support and assistance for school districts and
3 charter schools in the administration of K-3 reading program plans.

4 4. Information and data on K-3 reading program plans throughout
5 this state and the expenditure of K-3 reading monies by school districts
6 and charter schools.

7 5. Data reported pursuant to section 15-701, subsection A,
8 paragraph 2, subdivision (d).

9 J. The program established by this section ends on July 1, 2022
10 pursuant to section 41-3102.

11 Sec. 2. Section 15-249.03, Arizona Revised Statutes, is amended to
12 read:

13 15-249.03. Best practice examples of reading intervention and
14 remedial reading strategies; posting

15 The department of education shall prominently post on the website
16 maintained by the department best practice examples of EVIDENCE-BASED
17 reading intervention and remedial reading strategies used in school
18 districts and charter schools in this state. THE EXAMPLES SHALL BE
19 SELECTED FROM THOSE SCHOOL DISTRICTS AND CHARTER SCHOOLS THAT DEMONSTRATE
20 IMPROVEMENT ON THIRD GRADE READING PROFICIENCY AS MEASURED BY THE
21 STATEWIDE ASSESSMENT ADMINISTERED PURSUANT TO SECTION 15-741. THE SCHOOL
22 DISTRICTS AND CHARTER SCHOOLS SELECTED SHALL REPRESENT SCHOOL DISTRICTS
23 AND CHARTER SCHOOLS IN DEMOGRAPHIC COMPOSITION, INCLUDING RURAL AND URBAN,
24 SIZE AND STUDENT CHARACTERISTICS.

25 Sec. 3. Section 15-249.09, Arizona Revised Statutes, is amended to
26 read:

27 15-249.09. Early literacy program fund; report; program
28 termination; definitions

29 A. The early literacy ~~grant~~ program fund is established to provide
30 support to improve reading skills, literacy and proficiency for students
31 in kindergarten programs and grades one, two and three in addition to
32 monies received pursuant to section 15-211. The fund shall be
33 administered by the department of education. The state board of education
34 shall develop policies and procedures to be administered by the department
35 of education.

36 B. Subject to review and approval by the state board of education,
37 the department of education shall award ~~grants on a three-year cycle~~ FUNDS
38 to eligible schools based on available monies on a per pupil basis. THE
39 PER PUPIL AMOUNT SHALL BE CALCULATED USING THE STUDENT COUNT FOR PUPILS IN
40 KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE.

41 C. ELIGIBLE SCHOOLS THAT RECEIVE FUNDS PURSUANT TO THIS SECTION
42 SHALL SUBMIT DATA ON EXPENDITURES AND RESULTS AND OTHER INFORMATION
43 REQUIRED BY SUBSECTION E OF THIS SECTION.

44 ~~C.~~ D. Eligible schools may use ~~grant~~ monies for eligible expenses
45 to increase the reading proficiency of students in kindergarten programs

1 and grades one, two and three. Eligible schools may also use ~~grant~~ monies
2 to provide a full-day kindergarten program that is structured to increase
3 reading proficiency. ~~Grant~~ Monies must be used to ~~supplement and not~~
4 ~~supplant activities~~ EXPAND, ENHANCE AND SUPPORT THE COMPONENTS included in
5 a school's reading program plan submitted pursuant to section 15-211.

6 ~~D.~~ E. Subject to review and approval by the state board of
7 education, the department of education shall include a report on the early
8 literacy ~~grant~~ program in the K-3 reading program plan required by section
9 15-211. The report shall contain the following:

- 10 1. A description of the ~~grants~~ FUNDS awarded each year.
- 11 2. A summary of the funded activities.
- 12 3. Information on the recipient schools' progress toward
13 achievement goals.
- 14 4. Specific findings on ~~grant-funded~~ strategies and activities and
15 their level of effectiveness in improving reading proficiency in the
16 recipient schools.

17 ~~E.~~ F. The program established by this section ends on July 1, 2025
18 pursuant to section 41-3102.

19 ~~F.~~ G. For the purposes of this section:

20 1. "Eligible expenses" means expenses for evidence-based strategies
21 and interventions designed to improve the reading proficiency of students
22 in kindergarten programs and grades one, two and three pursuant to
23 sections 15-211 and 15-704, including ~~reading~~ LITERACY coaches ~~or~~ AND
24 LITERACY specialists, reading curricula, KINDERGARTEN READINESS
25 ASSESSMENTS, SUMMER PROGRAMS or tutoring programs.

26 2. "Eligible school" means a public school with at least ninety
27 percent of students who are eligible for free and reduced-priced lunches
28 under the national school lunch and child nutrition acts (42 United States
29 Code sections 1751 through 1785).

30 3. "STUDENT COUNT" MEANS THE AVERAGE DAILY MEMBERSHIP FOR PUPILS IN
31 KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE, AS PRESCRIBED IN
32 SECTION 15-901 FOR THE CURRENT YEAR.

33 Sec. 4. Section 15-701, Arizona Revised Statutes, as amended by
34 Laws 2017, chapter 137, section 4, chapter 194, section 2 and chapter 210,
35 section 3, is amended to read:

36 15-701. Common school; promotions; requirements; certificate;
37 supervision of eighth grades by superintendent of
38 high school district; high school admissions;
39 academic credit; definition

40 A. The state board of education shall:

41 1. Prescribe a minimum course of study, as defined in section
42 15-101 and incorporating the academic standards adopted by the state board
43 of education, to be taught in the common schools.

44 2. Prescribe competency requirements for the promotion of pupils
45 from the eighth grade and competency requirements for the promotion of

1 pupils from the third grade incorporating the academic standards in at
2 least the areas of reading, writing, mathematics, science and social
3 studies. The competency requirements for the promotion of pupils from the
4 third grade shall include the following:

5 (a) A requirement that a pupil not be promoted from the third grade
6 if the pupil obtains a score on the reading portion of the statewide
7 assessment that ~~demonstrates that the pupil's reading falls far below the~~
8 ~~third grade level or the equivalent~~ DOES NOT DEMONSTRATE SUFFICIENT
9 READING SKILLS as established by the board. A pupil may not be retained
10 if data regarding the pupil's performance on the statewide assessment is
11 not available before the ~~start~~ END of the ~~following~~ CURRENT academic year.
12 A pupil who is not retained due to the unavailability of test data must
13 receive EVIDENCE-BASED intervention and remedial strategies pursuant to
14 subdivision (c) of this paragraph if the third grade assessment data
15 subsequently ~~demonstrates that the pupil's reading ability falls far below~~
16 ~~the third grade level or the equivalent~~ DOES NOT DEMONSTRATE SUFFICIENT
17 READING SKILLS.

18 (b) A mechanism to allow a school district governing board or the
19 governing body of a charter school to promote ~~a pupil~~ from the third grade
20 ~~who obtains a score on the reading portion of the statewide assessment~~
21 ~~that demonstrates that the pupil's reading falls far below the third grade~~
22 ~~level for any of the following~~ A PUPIL WHO DOES NOT DEMONSTRATE SUFFICIENT
23 READING SKILLS PURSUANT TO SUBDIVISION (a) OF THIS PARAGRAPH IF THE PUPIL:

24 (i) ~~A good cause exemption if the pupil~~ Is an English learner or a
25 limited English proficient student as defined in section 15-751 and has
26 had fewer than two years of English language instruction.

27 (ii) ~~A pupil who~~ Is in the process of a special education referral
28 or evaluation for placement in special education, ~~a pupil who~~ has been
29 diagnosed as having a significant reading impairment, including dyslexia,
30 or ~~a pupil who~~ is a child with a disability as defined in section 15-761
31 if the pupil's individualized education program team and the pupil's
32 parent or guardian agree that promotion is appropriate based on the
33 pupil's individualized education program.

34 (iii) HAS DEMONSTRATED OR SUBSEQUENTLY DEMONSTRATES SUFFICIENT
35 READING SKILLS OR ADEQUATE PROGRESS TOWARDS SUFFICIENT READING SKILLS OF
36 THE THIRD GRADE READING STANDARDS AS EVIDENCED THROUGH A COLLECTION OF
37 READING ASSESSMENTS APPROVED BY THE STATE BOARD OF EDUCATION, WHICH
38 INCLUDES AN ALTERNATIVE STANDARDIZED READING ASSESSMENT APPROVED BY THE
39 STATE BOARD.

40 ~~(iii)~~ (iv) ~~A pupil who~~ Receives intervention and remedial services
41 during the summer or A subsequent school year pursuant to subdivision (c)
42 of this paragraph and demonstrates sufficient progress ~~may be promoted~~
43 ~~from the third grade~~ based on guidelines issued pursuant to subsection B,
44 paragraph ~~5~~ 6 of this section.

1 (c) EVIDENCE-BASED intervention and remedial strategies developed
2 by the state board of education for pupils who are not promoted from the
3 third grade. A school district governing board or the governing body of a
4 charter school shall offer ~~at least~~ MORE THAN one of the intervention and
5 remedial strategies developed by the state board of education. The parent
6 or guardian of a pupil who is not promoted from the third grade and the
7 pupil's teacher and principal may choose the most appropriate intervention
8 and remedial strategies that will be provided to that pupil. The
9 intervention and remedial strategies developed by the state board of
10 education shall include:

11 (i) A requirement that the pupil be assigned ~~to a different teacher~~
12 for EVIDENCE-BASED reading instruction BY A DIFFERENT TEACHER WHO WAS
13 DESIGNATED IN THAT TEACHER'S MOST RECENT PERFORMANCE EVALUATION IN ONE OF
14 THE TOP TWO PERFORMANCE CLASSIFICATIONS PURSUANT TO SECTION 15-203,
15 SUBSECTION A, PARAGRAPH 38.

16 (ii) Summer school reading instruction.

17 (iii) In the next academic year, intensive reading instruction that
18 occurs before, during or after the regular school day, or any combination
19 of before, during and after the regular school day.

20 (iv) SMALL GROUP AND TEACHER-LED EVIDENCE-BASED READING
21 INSTRUCTION, WHICH MAY INCLUDE COMPUTER-BASED OR online reading
22 instruction.

23 (d) A REQUIREMENT THAT A SCHOOL DISTRICT GOVERNING BOARD OR CHARTER
24 SCHOOL GOVERNING BODY THAT PROMOTES A PUPIL PURSUANT TO SUBDIVISION (b) OF
25 THIS PARAGRAPH PROVIDE ANNUAL REPORTING TO THE DEPARTMENT OF EDUCATION ON
26 OR BEFORE OCTOBER 1 THAT INCLUDES INFORMATION ON THE TOTAL NUMBER OF
27 PUPILS SUBJECT TO THE RETENTION PROVISIONS OF SUBDIVISION (a) OF THIS
28 PARAGRAPH, THE TOTAL NUMBER OF STUDENTS PROMOTED PURSUANT TO SUBDIVISION
29 (b) OF THIS PARAGRAPH, THE TOTAL NUMBER OF PUPILS RETAINED IN GRADE THREE
30 AND THE INTERVENTIONS ADMINISTERED PURSUANT TO SUBDIVISION (c) OF THIS
31 PARAGRAPH.

32 3. Provide for universal screening of pupils in preschool programs,
33 kindergarten programs and grades one through three that is designed to
34 identify pupils who have reading deficiencies pursuant to section 15-704.

35 4. Develop EVIDENCE-BASED intervention and remedial strategies
36 pursuant to paragraph 2, subdivision (c) of this subsection for pupils in
37 kindergarten programs and grades one through three who are identified as
38 having reading deficiencies pursuant to section 15-704.

39 5. Distribute guidelines for the school districts to follow in
40 prescribing criteria for the promotion of pupils from grade to grade in
41 the common schools. These guidelines shall include recommended procedures
42 for ensuring that the cultural background of a pupil is taken into
43 consideration when criteria for promotion are being applied.

44 B. School districts and charter schools shall provide annual
45 written notification to parents of pupils in kindergarten programs and

1 first, second and third grades that a pupil ~~who obtains a score on the~~
2 ~~reading portion of the statewide assessment that demonstrates the pupil is~~
3 ~~reading far below the third grade level~~ WHO DOES NOT DEMONSTRATE
4 SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A OF THIS SECTION will
5 not be promoted from the third grade. ~~If the school has determined that~~
6 ~~the pupil is substantially deficient in reading before the end of grade~~
7 ~~three, the school district or charter~~ School DISTRICTS AND CHARTER SCHOOLS
8 SHALL IDENTIFY EACH PUPIL WHO IS AT RISK OF READING BELOW GRADE LEVEL IN
9 KINDERGARTEN AND GRADES ONE, TWO AND THREE, BASED ON LOCAL OR STATEWIDE
10 ASSESSMENTS, AND shall provide to the parent of that pupil a ~~separate~~
11 SPECIFIC written notification of the reading deficiency that includes the
12 following information:

- 13 1. A DESCRIPTION OF THE PUPIL'S SPECIFIC INDIVIDUAL NEEDS.
- 14 ~~1.~~ 2. A description of the current reading services provided to
15 the pupil.
- 16 ~~2.~~ 3. A description of the available supplemental instructional
17 services and supporting programs that are designed to remediate reading
18 deficiencies. Each school district or charter school shall offer ~~at least~~
19 MORE THAN one EVIDENCE-BASED intervention strategy and ~~at least~~ MORE THAN
20 one remedial strategy DEVELOPED BY THE STATE BOARD OF EDUCATION for pupils
21 with reading deficiencies. The notification shall list the intervention
22 and remedial strategies offered and shall instruct the parent ~~or guardian~~
23 to choose, IN CONSULTATION WITH THE PUPIL'S TEACHER, the ~~strategy that~~
24 ~~will~~ MOST APPROPRIATE STRATEGIES TO be PROVIDED AND implemented for that
25 child.
- 26 ~~3.~~ 4. Parental strategies to assist the pupil to attain reading
27 proficiency.
- 28 ~~4.~~ 5. A statement that the pupil will not be promoted from the
29 third grade if the pupil ~~obtains a score on the reading portion of the~~
30 ~~statewide assessment that demonstrates the pupil is reading far below the~~
31 ~~third grade level~~ DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT
32 TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION, unless the
33 pupil is exempt from mandatory retention in grade three or the pupil
34 qualifies for an exemption pursuant to subsection A, PARAGRAPH 2,
35 SUBDIVISION (b) of this section.

36 ~~5.~~ 6. A description of the school district or charter school
37 policies on midyear promotion to a higher grade.

38 C. Pursuant to the guidelines that the state board of education
39 distributes, the governing board of a school district shall:

- 40 1. Prescribe curricula that include the academic standards in the
41 required subject areas pursuant to subsection A, paragraph 1 of this
42 section.
- 43 2. Prescribe criteria for the promotion of pupils from grade to
44 grade in the common schools in the school district. These criteria shall
45 include accomplishment of the academic standards in at least reading,

1 writing, mathematics, science and social studies, as determined by
2 district assessment. Other criteria may include additional measures of
3 academic achievement and attendance.

4 D. The governing board may prescribe the course of study and
5 competency requirements for promotion that are in addition to or higher
6 than the course of study and competency requirements the state board
7 prescribes.

8 E. A teacher shall determine whether to promote or retain a pupil
9 in grade in a common school on the basis of the prescribed criteria. The
10 governing board, if it reviews the decision of a teacher to promote or
11 retain a pupil in grade in a common school as provided in section 15-342,
12 paragraph 11, shall base its decision on the prescribed criteria.

13 F. A governing board may provide and issue certificates of
14 promotion to pupils whom it promotes from the eighth grade of a common
15 school. Such certificates shall be signed by the principal or
16 superintendent of schools. Where there is no principal or superintendent
17 of schools, the certificates shall be signed by the teacher of an eighth
18 grade. The certificates shall admit the holders to any high school in the
19 state.

20 G. Within any high school district or union high school district,
21 the superintendent of the high school district shall supervise the work of
22 the eighth grade of all schools employing no superintendent or principal.

23 H. A school district shall not deny a pupil who is between the ages
24 of sixteen and twenty-one years admission to a high school because the
25 pupil does not hold an eighth grade certificate. Governing boards shall
26 establish procedures for determining the admissibility of pupils who are
27 under sixteen years of age and who do not hold eighth grade certificates.

28 I. The state board of education shall adopt rules to allow common
29 school pupils who can demonstrate competency in a particular academic
30 course or subject to obtain academic credit for the course or subject
31 without enrolling in the course or subject.

32 J. A school district may conduct a ceremony to honor pupils who
33 have been promoted from the eighth grade.

34 K. For the purposes of this section, "dyslexia" means a condition
35 that:

36 1. Is neurological in origin.

37 2. Is characterized by difficulties with accurate or fluent word
38 recognition and by poor spelling and decoding abilities, including
39 difficulties that typically result from a deficit in the phonological
40 component of language that is often unexpected in relation to other
41 cognitive abilities and to the provision of effective classroom
42 instruction.

43 3. May include secondary consequences such as problems with reading
44 comprehension and reduced reading experience that may impede the growth of
45 vocabulary and background knowledge.

1 Sec. 5. Repeal

2 Section 15-701, Arizona Revised Statutes, as amended by Laws 2017,
3 chapter 67, section 2, is repealed.

4 Sec. 6. Section 15-704, Arizona Revised Statutes, is amended to
5 read:

6 15-704. Reading proficiency; definitions

7 A. Each school district or charter school that provides instruction
8 in kindergarten programs and grades one through three shall select and
9 administer screening, ongoing diagnostic and classroom based instructional
10 reading assessments, including a motivational assessment, as defined by
11 the state board of education, to monitor student progress. Each school
12 shall use the diagnostic information to plan EVIDENCE-BASED appropriate
13 and effective INSTRUCTION AND intervention.

14 B. Each school district or charter school that provides instruction
15 for pupils in kindergarten programs and grades one through three shall
16 conduct a curriculum evaluation and adopt an evidence-based reading
17 curriculum that includes the essential components of reading instruction.
18 All school districts and charter schools that offer instruction in
19 kindergarten programs and grades one through three shall provide ongoing
20 teacher training based on evidence-based reading research.

21 C. Each school district or charter school that provides instruction
22 in kindergarten programs and grades one through three shall devote
23 reasonable amounts of time to explicit EVIDENCE-BASED instruction and
24 independent reading in grades one through three.

25 D. A pupil in grade three who does not demonstrate proficiency on
26 the reading standards measured by the statewide assessment administered
27 pursuant to section 15-741 shall be provided core reading instruction and
28 intensive, evidence-based reading instruction as defined by the state
29 board of education until the pupil meets these standards.

30 E. The governing board of each school district and the governing
31 body of each charter school shall determine the percentage of pupils at
32 each school in grade three who do not demonstrate proficiency on the
33 reading standards prescribed by the state board of education and measured
34 by the statewide assessment administered pursuant to section 15-741. If
35 more than twenty percent of students in grade three at either the
36 individual school level or at the school district level do not demonstrate
37 proficiency on the standards, the governing board or governing body shall
38 conduct a review of its reading program that includes curriculum and
39 professional development in light of current, evidence-based reading
40 research.

41 F. Based on the review required in subsection E of this section,
42 the governing board or governing body and the school principal of each
43 school that does not demonstrate proficiency on the reading standards, in
44 conjunction with school council members, if applicable, shall develop
45 methods of best practices for teaching reading based on essential

1 components of reading instruction and supported by evidence-based reading
2 research. These methods shall be adopted at a public meeting and shall be
3 implemented the following academic year.

4 G. Subsections E and F of this section shall be coordinated with
5 efforts to develop and implement an improvement plan if required pursuant
6 to section 15-241.02.

7 H. For the purposes of this section:

8 1. "Essential components of reading instruction" means explicit and
9 systematic instruction in the following:

10 (a) PHONOLOGICAL AWARENESS, INCLUDING phonemic awareness.

11 (b) Phonics ENCODING AND DECODING.

12 (c) Vocabulary development.

13 (d) Reading fluency AS DEMONSTRATED BY AUTOMATIC READING OF TEXT.

14 (e) Reading comprehension OF WRITTEN TEXT.

15 (f) WRITTEN AND ORAL EXPRESSION, INCLUDING SPELLING AND
16 HANDWRITING.

17 2. "Evidence-based reading research" means research that
18 demonstrates either:

19 (a) A statistically significant effect on improving student
20 outcomes or other relevant outcomes based on either:

21 (i) Strong evidence from at least one well-designed and
22 well-implemented experimental study.

23 (ii) Moderate evidence from at least one well-designed and
24 well-implemented quasi-experimental study.

25 (iii) Promising evidence from at least one well-designed and
26 well-implemented correlational study with statistical controls for
27 selection bias.

28 (b) A rationale based on high-quality research findings or positive
29 evaluation that an activity, strategy or intervention is likely to improve
30 student outcomes or other relevant outcomes and that includes ongoing
31 efforts to examine the effects of these activities, strategies or
32 interventions.

33 3. "Reading" means a complex system of deriving meaning from ~~print~~
34 WRITTEN TEXT that requires all of the following:

35 (a) The skills and knowledge to understand how phonemes or speech
36 sounds are connected to ~~print~~ WRITTEN TEXT.

37 (b) The ability to decode unfamiliar words.

38 (c) The ability to read fluently.

39 (d) Sufficient background information and vocabulary to foster
40 reading comprehension.

41 (e) The development of appropriate active strategies to construct
42 meaning from ~~print~~ WRITTEN TEXT.

43 (f) The development and maintenance of a motivation to read.

1 Sec. 7. Rules for certification for common school instruction

2 Notwithstanding section 15-203, Arizona Revised Statutes, the state
3 board of education shall adopt rules that require applicants for all
4 certificates for common school instruction to complete, from a public or
5 private provider, a minimum of forty-five classroom hours or three
6 college-level credit hours, or the equivalent, in both research-based:

7 1. Systemic phonics instruction.

8 2. Reading instruction, including training on assessments,
9 instructional practices and interventions to improve student reading
10 proficiency.

APPROVED BY THE GOVERNOR MAY 16, 2018.

FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 16, 2018.