



Bill Number: S.B. 1292
Shope Floor Amendment
Reference to: printed bill
Amendment drafted by: Leg Council

FLOOR AMENDMENT EXPLANATION

- 1. Removes nonsense word repetition as a required indicator for dyslexia screening.**
- 2. Includes nonsense word fluency or another measure of alphabetic understanding and phonological recoding that assists in screening for dyslexia as a required indicator for dyslexia screening.**
- 3. Makes a technical change.**

Amendment explanation prepared by Dino Hadziahmetovic

02/12/2021

SHOPE FLOOR AMENDMENT
SENATE AMENDMENTS TO S.B. 1292
(Reference to printed bill)

1 Page 1, between lines 1 and 2, insert:

2 "Section 1. Section 15-704, Arizona Revised Statutes, is amended to
3 read:

4 15-704. Reading proficiency; dyslexia screening plan;
5 definitions

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

13 B. ~~On or before July 1, 2020,~~ The department of education shall
14 develop a dyslexia screening plan that meets all of the following
15 requirements:

16 1. Ensures that within forty-five calendar days after the beginning
17 of each school year or within forty-five calendar days after a student
18 enrollment occurs after the first day of school, every student who is
19 enrolled in a kindergarten program or grade one in a public school in this
20 state is screened for indicators of dyslexia.

21 2. Provides guidance for notifications sent by public schools to
22 parents of students who are identified as having indicators of dyslexia
23 based on a screening for indicators.

1 3. Is developed collaboratively with the dyslexia specialist for the
2 department designated pursuant to section 15-211, and other experts on
3 dyslexia, including representatives in this state of an international
4 organization on dyslexia.

5 4. Ensures that screening for indicators of dyslexia includes the
6 following:

7 (a) Phonological and phonemic awareness.

8 (b) Rapid naming skills.

9 (c) Correspondence between sounds and letters.

10 (d) Nonsense word ~~repetition~~ **FLUENCY OR ANOTHER MEASURE OF**
11 **ALPHABETIC UNDERSTANDING AND PHONOLOGICAL RECODING THAT ASSISTS IN**
12 **SCREENING FOR DYSLEXIA.**

13 (e) Sound symbol recognition.

14 C. The screening for indicators of dyslexia may be integrated with
15 reading proficiency screenings as prescribed in this section.

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

23 E. Each school district or charter school that provides instruction
24 in kindergarten programs and grades one through three shall devote
25 reasonable amounts of time to explicit evidence-based instruction and
26 independent reading in grades one through three.

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

1 G. The governing board of each school district and the governing
2 body of each charter school shall determine the percentage of pupils at
3 each school in grade three who do not demonstrate proficiency on the
4 reading standards prescribed by the state board of education and measured
5 by the statewide assessment administered pursuant to section 15-741. If
6 more than twenty percent of students in grade three at either the
7 individual school level or at the school district level do not demonstrate
8 proficiency on the standards, the governing board or governing body shall
9 conduct a review of its reading program that includes curriculum and
10 professional development in light of current, evidence-based reading
11 research.

12 H. Based on the review required in subsection G of this section, the
13 governing board or governing body and the school principal of each school
14 that does not demonstrate proficiency on the reading standards, in
15 conjunction with school council members, if applicable, shall develop
16 methods of best practices for teaching reading based on essential
17 components of reading instruction and supported by evidence-based reading
18 research. These methods shall be adopted at a public meeting and shall be
19 implemented the following academic year.

20 I. Subsections G and H of this section shall be coordinated with
21 efforts to develop and implement an improvement plan if required pursuant
22 to section 15-241.02.

23 J. For the purposes of this section:

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

- 26 (a) Phonological awareness, including phonemic awareness.
- 27 (b) Phonics encoding and decoding.
- 28 (c) Vocabulary development.
- 29 (d) Reading fluency as demonstrated by automatic reading of text.

1 (e) Reading comprehension of written text.

2 (f) Written and oral expression, including spelling and handwriting.

3 2. "Evidence-based reading research" means research that
4 demonstrates either:

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

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

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

11 (iii) Promising evidence from at least one well-designed and
12 well-implemented correlational study with statistical controls for
13 selection bias.

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

19 3. "Reading" means a complex system of deriving meaning from written
20 text that requires all of the following:

21 (a) The skills and knowledge to understand how phonemes or speech
22 sounds are connected to written text.

23 (b) The ability to decode unfamiliar words.

24 (c) The ability to read fluently.

25 (d) Sufficient background information and vocabulary to foster
26 reading comprehension.

27 (e) The development of appropriate active strategies to construct
28 meaning from written text.

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

30 Renumber to conform

Senate Amendments to S.B. 1292

1 Page 1, line 14, after "Statutes" insert ", as amended by this act"

2 Amend title to conform

THOMAS SHOPE

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C: MEB