

House Engrossed Senate Bill
schools; early literacy

State of Arizona
Senate
Fifty-fifth Legislature
First Regular Session
2021

SENATE BILL 1572

AN ACT

AMENDING SECTIONS 15-211, 15-501.01, 15-701 AND 15-704, ARIZONA REVISED
STATUTES; RELATING TO SCHOOL 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; dyslexia specialist; dyslexia
5 training; receipt and use of monies; additional
6 funding; report; program termination

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

11 B. The department of education shall designate a dyslexia
12 specialist for the department to provide school districts and charter
13 schools with support and resources that are necessary to assist students
14 with dyslexia.

15 C. On or before July 1, ~~2021~~ 2022, each school district and charter
16 school shall ensure that at least one kindergarten through third grade
17 teacher in each school has received training related to dyslexia that
18 complies with the requirements prescribed in section 15-219.

19 D. Each school district and charter school shall submit to the
20 department of education a plan for improving the reading proficiency of
21 the school district's or the charter school's pupils in kindergarten
22 programs and grades one, two and three. The plan shall include baseline
23 data on the reading proficiency of the school district's or the charter
24 school's pupils in kindergarten programs and grades one, two and three and
25 a budget for spending monies from both the K-3 support level weight and
26 the K-3 reading support level weight established in section 15-943. Each
27 school district and charter school shall annually submit to the department
28 of education on or before October 1 an updated K-3 reading program plan
29 that includes data on program expenditures and results, except that a
30 school district or charter school that is assigned a letter grade of A or
31 B pursuant to section 15-241 shall submit this plan only in odd-numbered
32 years.

33 E. School districts and charter schools shall use monies generated
34 by the K-3 reading support level weight established in section 15-943 only
35 on instructional purposes based on the plan submitted pursuant to
36 subsection D of this section intended to improve reading proficiency for
37 pupils in kindergarten programs and grades one, two and three with
38 particular emphasis on pupils in kindergarten programs and grades one and
39 two.

40 F. Each school district and charter school that is assigned a
41 letter grade of C, D or F pursuant to section 15-241 or that has more than
42 ten percent of its pupils in grade three who do not demonstrate sufficient
43 reading skills as established by the state board of education according to
44 the reading portion of the statewide assessment shall receive monies
45 generated by the K-3 reading support level weight established in section

1 15-943 only after the K-3 reading program plan of the school district or
2 charter school has been submitted, reviewed and recommended for approval
3 by the department of education and approved by the state board. The state
4 board must give approval to a school district or charter school before any
5 portion of the monies generated by the K-3 reading support level weight
6 may be distributed to the school district or charter school pursuant to
7 this subsection.

8 G. Pupils in a charter school that is in its first year of
9 operation and that is sponsored by the state board of education, the state
10 board for charter schools, a university under the jurisdiction of the
11 Arizona board of regents, a community college district or a group of
12 community college districts are eligible for the K-3 reading support level
13 weight.

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

17 I. The state board of education may establish rules and policies
18 for the K-3 reading program, including:

19 1. The proper use of monies in accordance with subsection E of this
20 section.

21 2. The distribution of monies by the department of education in
22 accordance with subsection D of this section.

23 3. The compliance of reading proficiency plans submitted pursuant
24 to subsection D of this section with section 15-704.

25 J. Pursuant to subsection I of this section, the department of
26 education shall develop program implementation guidance for school
27 districts and charter schools to assist schools in administering an
28 effective K-3 evidence-based reading program plan. This guidance shall
29 include identifying and recommending appropriate program expenditures,
30 providing technical oversight and assistance for annually updating reading
31 program plans, selecting and adopting evidence-based reading curricula and
32 providing and promoting teacher professional development that is based on
33 evidence-based reading research. The department shall prioritize supports
34 and interventions, including enrollment in reading trainings and
35 professional development, for school districts and charter schools that
36 have the highest percentage of pupils who do not demonstrate sufficient
37 reading skills as established by the state board of education. The
38 department shall deposit any monies received for offering reading
39 trainings or professional development, including coaching, in the
40 department of education professional development revolving fund
41 established by section 15-237.01.

42 K. On or before December 15, the department of education shall
43 submit an annual report on the K-3 reading program to the governor, the
44 president of the senate and the speaker of the house of representatives
45 and shall provide a copy of this annual report to the secretary of state,

1 the state board of education and the chairpersons of the education
2 committees of the senate and the house of representatives. The report
3 shall contain all of the following:

4 1. Information on the improvement of K-3 reading in this state,
5 including achievement data statewide and achievement data at the school
6 district and charter school level. The information pursuant to this
7 paragraph shall include data and information on continued proficiency on
8 the statewide assessment in subsequent grades.

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

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

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

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

19 L. The program established by this section ends on July 1, 2022
20 pursuant to section 41-3102.

21 Sec. 2. Section 15-501.01, Arizona Revised Statutes, is amended to
22 read:

23 15-501.01. Requirements for teachers; teaching certificates;
24 rules; reciprocity; placement

25 A. Notwithstanding any other law, all teachers who are certificated
26 pursuant to this section must have a baccalaureate degree and a valid
27 fingerprint clearance card.

28 B. The state board of education shall adopt rules for the issuance
29 of the following types of certificates for teachers to reflect the source
30 of the training the teacher obtains:

31 1. Standard teaching certificate.

32 2. Alternative teaching certificate for persons who obtain training
33 pursuant to subsection C, paragraph 1 of this section.

34 3. Subject-matter expert standard teaching certificate for persons
35 who obtain training pursuant to subsection C, paragraph ~~5~~ 8 of this
36 section.

37 4. Classroom-based standard teaching certificate for persons who
38 obtain training from a school district or charter school.

39 5. Career and technical education teaching certificate.

40 C. The state board of education shall adopt rules to carry out the
41 purposes of this section. The rules:

42 1. Shall provide for a variety of alternative teacher and
43 administrator preparation programs that allow for variations in program
44 sequence and design to apply for program approval. The state board shall
45 adopt rules pursuant to this paragraph designed to allow for a variety of

1 formats and shall not require a prescribed answer or design from the
2 program provider in order to obtain approval from the state board. Any
3 rules adopted by the state board pursuant to this paragraph shall be
4 substantially different from the rules adopted for the approval of
5 traditional preparation programs and may not unnecessarily restrict a
6 variety of alternative preparation programs from operating and providing
7 instruction in this state. The state board shall evaluate each program
8 provider based on the program's ability to prepare teachers and
9 administrators and to recruit teachers and administrators with a variety
10 of experiences and talents. The state board shall allow universities
11 under the jurisdiction of the Arizona board of regents, community colleges
12 in this state, private postsecondary institutions licensed by this state,
13 school districts, charter schools, professional organizations, nonprofit
14 organizations and private entities to apply for program approval and shall
15 create application procedures and certification criteria that are
16 substantially less restrictive than those for traditional preparation
17 programs. At the completion of an alternative preparation program,
18 graduates shall:

19 (a) Hold a bachelor's degree from an accredited postsecondary
20 education institution.

21 (b) If applicable, demonstrate professional knowledge and subject
22 knowledge proficiency pursuant to section 15-533.

23 (c) Obtain a valid fingerprint clearance card pursuant to section
24 15-534.

25 (d) If applicable, complete training in structured English
26 immersion as prescribed by the state board pursuant to section 15-756.09.

27 (e) If applicable, complete training in research-based systematic
28 phonics instruction as prescribed in paragraph 2 of this subsection.

29 (f) Demonstrate the required proficiency in the Constitutions of
30 the United States and Arizona as prescribed in section 15-532.

31 2. Shall require ~~applicants for all certificates for common school~~
32 ~~instruction to~~ THAT, WITHIN THREE YEARS AFTER A CERTIFICATE FOR ELEMENTARY
33 EDUCATION OR EARLY CHILDHOOD EDUCATION IS ISSUED, THE CERTIFICATE HOLDER
34 complete, from a public or private provider, at least forty-five classroom
35 hours or three college-level credit hours, or the equivalent, in both
36 research-based:

37 (a) SCIENCE OF READING INSTRUCTION, INCLUDING systematic phonics
38 instruction.

39 (b) Reading instruction, including training on assessments,
40 instructional practices and interventions to improve student reading
41 proficiency. Beginning July 1, 2021, instruction provided pursuant to
42 this subdivision must meet the requirements for dyslexia training
43 prescribed in section 15-219.

1 3. BEGINNING AUGUST 1, 2025, SHALL ESTABLISH A LITERACY ENDORSEMENT
2 AS A REQUIREMENT FOR ALL CERTIFICATED TEACHERS WHO PROVIDE LITERACY
3 INSTRUCTION IN KINDERGARTEN PROGRAMS OR IN ANY OF GRADES ONE THROUGH GRADE
4 FIVE AS DETERMINED BY THE BOARD. THE RULES SHALL REQUIRE THAT A
5 CERTIFICATED TEACHER WHO RECEIVES A CERTIFICATE AFTER AUGUST 1, 2025 AND
6 WHO PROVIDES LITERACY INSTRUCTION IN KINDERGARTEN PROGRAMS OR IN ANY OF
7 GRADES ONE THROUGH GRADE FIVE MUST OBTAIN A LITERACY ENDORSEMENT WITHIN
8 THREE YEARS AFTER THE TEACHER'S CERTIFICATE IS ISSUED. THE RULES SHALL
9 REQUIRE THAT A CERTIFICATED TEACHER WHO RECEIVED A CERTIFICATE BEFORE
10 AUGUST 1, 2025 AND WHO PROVIDES LITERACY INSTRUCTION IN KINDERGARTEN
11 PROGRAMS OR IN ANY OF GRADES ONE THROUGH GRADE FIVE MUST OBTAIN A LITERACY
12 ENDORSEMENT ON OR BEFORE AUGUST 1, 2028. THE LITERACY ENDORSEMENT SHALL
13 REQUIRE THE TEACHER TO COMPLETE EVIDENCE-BASED SCIENCE OF READING TRAINING
14 OR COURSEWORK AS DETERMINED BY THE BOARD AND TO PASS A LITERACY
15 INSTRUCTION ASSESSMENT TO SHOW THAT THE TEACHER IS CAPABLE OF DOING ALL OF
16 THE FOLLOWING:

17 (a) EFFECTIVELY TEACHING FOUNDATIONAL READING SKILLS, PHONEMIC
18 AWARENESS, PHONICS, FLUENCY, VOCABULARY AND COMPREHENSION.

19 (b) IMPLEMENTING READING INSTRUCTION USING HIGH-QUALITY
20 INSTRUCTIONAL MATERIALS.

21 (c) PROVIDING EFFECTIVE INSTRUCTION AND INTERVENTIONS FOR STUDENTS
22 WITH READING DEFICIENCIES, INCLUDING STUDENTS WITH CHARACTERISTICS OF
23 DYSLEXIA.

24 4. BEGINNING AUGUST 1, 2022, SHALL REQUIRE ALL APPROVED EDUCATOR
25 PREPARATION PROGRAMS IN ELEMENTARY EDUCATION AND EARLY CHILDHOOD EDUCATION
26 TO REQUIRE THE COURSES THAT ARE NECESSARY TO OBTAIN A LITERACY ENDORSEMENT
27 PURSUANT TO PARAGRAPH 3 OF THIS SUBSECTION.

28 5. SHALL ESTABLISH A PROCESS TO ALLOW A LOCAL EDUCATION AGENCY, AT
29 THE REQUEST OF A TEACHER, TO VERIFY TO THE DEPARTMENT OF EDUCATION THAT
30 THE TEACHER POSSESSES THE INSTRUCTIONAL KNOWLEDGE AND SKILLS PRESCRIBED IN
31 PARAGRAPH 3 OF THIS SUBSECTION, DEMONSTRATED THROUGH CLASSROOM
32 OBSERVATIONS AND STUDENT ACHIEVEMENT DATA ACROSS SUBGROUPS USING
33 EVIDENCE-BASED MEASURES. A CERTIFICATED TEACHER WHO HAS HAD A LOCAL
34 EDUCATION AGENCY VERIFY THE TEACHER'S KNOWLEDGE AND SKILLS IN THE SCIENCE
35 OF READING PURSUANT TO THIS PARAGRAPH IS NOT REQUIRED TO COMPLETE THE
36 COURSEWORK, TRAINING OR ASSESSMENT REQUIREMENTS PRESCRIBED IN PARAGRAPH 3
37 OF THIS SUBSECTION TO OBTAIN THE LITERACY ENDORSEMENT.

38 ~~3.~~ 6. Shall not require a teacher to obtain a master's degree or
39 to take any additional graduate courses as a condition of certification or
40 recertification.

41 ~~4.~~ 7. Shall allow but shall not require the superintendent of a
42 school district to obtain certification from the state board of education.

43 ~~5.~~ 8. Shall provide for the issuance of a subject-matter expert
44 standard teaching certificate to persons who have expertise in a content
45 area or subject matter. Persons who are certified pursuant to this

1 paragraph shall complete training, if applicable, in structured English
2 immersion as prescribed by the state board pursuant to section 15-756.09.
3 Persons who are certified pursuant to this paragraph are exempt from the
4 subject knowledge proficiency requirements prescribed in section 15-533
5 and from the proficiency requirements prescribed in section 15-532 on the
6 Constitutions of the United States and Arizona. Persons who are subject
7 to subdivision (a) of this paragraph are also exempt from the professional
8 knowledge proficiency requirements pursuant to section 15-533. A person
9 who obtains a subject-matter expert standard teaching certificate pursuant
10 to this paragraph may provide instruction in the person's field of
11 expertise in grades six through twelve at any public school in this state.
12 Issuance of the subject-matter expert standard teaching certificate may
13 not be conditioned on the person's employment with a local education
14 agency. A person who meets the requirements of this paragraph shall be
15 issued a subject-matter expert standard teaching certificate without
16 having to demonstrate professional knowledge proficiency pursuant to
17 section 15-533, except that the person shall have at least two years to
18 demonstrate professional knowledge proficiency pursuant to section 15-533.
19 School districts shall evaluate and provide support pursuant to section
20 15-537 to teachers who are certified pursuant to this paragraph. If a
21 person fails to meet the professional knowledge requirements of this
22 section within two years, the department of education or state board of
23 education may temporarily suspend the subject-matter expert standard
24 teaching certificate. A certificate that is temporarily suspended
25 pursuant to this paragraph is not considered a disciplinary action, and a
26 person shall be allowed to correct the deficiency within the remaining
27 time of the subject-matter expert standard teaching certification. This
28 paragraph does not require a person who has obtained another type of
29 teaching certificate from the state board to obtain a subject-matter
30 expert standard teaching certificate pursuant to this paragraph in order
31 to provide instruction in grades six through twelve. A person is eligible
32 for a subject-matter expert standard teaching certificate pursuant to this
33 paragraph if the person has a baccalaureate degree and meets any of the
34 following requirements:

35 (a) Has taught courses relevant to a content area or subject matter
36 for the last two consecutive years and for a total of at least three years
37 at one or more regionally or nationally accredited public or private
38 postsecondary institutions. A person demonstrates compliance with this
39 requirement by providing the state board with written proof of employment
40 for specific durations from one or more qualifying postsecondary
41 institutions.

42 (b) Has either a baccalaureate degree, a master's degree or a
43 doctoral degree in a specific subject area that is relevant to a content
44 area or subject matter taught in public schools.

1 (c) Demonstrates expertise through relevant work experience of at
2 least five years in a field that is relevant to a content area or subject
3 matter taught in public schools. A person demonstrates compliance with
4 this requirement by providing the state board with written proof of
5 employment.

6 ~~6.~~ 9. Notwithstanding section 15-533, shall exempt persons
7 applying for a secondary education certificate from the subject knowledge
8 portion of the proficiency examination if the state board determines that
9 the person has work experience in science, technology, engineering or
10 mathematics and can demonstrate adequate knowledge of a particular subject
11 through a postsecondary education degree or twenty-four credit hours of
12 relevant coursework.

13 ~~7.~~ 10. Shall allow for a certificate issued to a person pursuant
14 to subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203
15 or 15-782.01, as applicable, to be both issued and renewed for at least
16 twelve years and may not require more than fifteen hours of continuing
17 education credits each year in order to renew that certificate pursuant to
18 this paragraph.

19 ~~8.~~ 11. Shall allow for a certificate issued to a person pursuant
20 to subsection B of this section or section 15-132, 15-203 or 15-782.01, as
21 applicable, and any endorsement or approved area related to that
22 certificate, to be renewed at least two years but not more than ten years
23 after that certificate expires without any other requirements adopted by
24 the state board of education or the department of education if the person
25 is in good standing, has at least ten years of verified full-time
26 experience in this state in the area in which the person is seeking
27 renewed certification and possesses a valid fingerprint clearance card
28 issued pursuant to section 15-534. A certificate renewed pursuant to this
29 paragraph shall be identical to the expired certificate.

30 D. The rules for certification reciprocity shall include a
31 requirement that the applicant possess a comparable valid certification
32 from another state and be in good standing with that other state. An
33 applicant who possesses a valid certification from another state and a
34 fingerprint clearance card pursuant to section 15-534 and who is in good
35 standing with that other state shall be issued a comparable standard
36 certificate or a comparable certificate issued pursuant to section 15-132,
37 15-203 or 15-782.01, as applicable, without any other requirements from
38 the state board of education or the department of education. A person who
39 is issued a certificate pursuant to this subsection is not required to
40 meet any requirement prescribed in section 15-533.

41 E. Placement decisions of teaching intern certificate holders
42 issued pursuant to subsection C, paragraph 1 of this section and section
43 15-552 shall be based on agreements between the teacher preparation
44 provider, the provider's partner organizations and the local education
45 agency. The practices of the department of education and the rules and

1 policies of the state board of education may not restrict placement of
2 teaching intern certification holders based on local education agency
3 instructional models and may only consider the academic quality of the
4 school, the effectiveness of the teaching intern certification holder's
5 on-site mentor and the opportunity for a wide variety of schools and
6 school models to access teaching intern certification holders.

7 F. Notwithstanding subsection A of this section, the following
8 persons are not required to have a baccalaureate degree:

9 1. A teacher who is otherwise exempt by law from obtaining a
10 baccalaureate degree and who provides instruction in STEM or career and
11 technical education pursuant to section 15-782.01.

12 2. A person who obtains any of the following:

13 (a) A Native American language certificate.

14 (b) A student teaching intern certificate.

15 (c) A junior reserve officer training corps certificate.

16 (d) An athletic coaching certificate.

17 (e) An emergency substitute certificate.

18 Sec. 3. Section 15-701, Arizona Revised Statutes, is amended to
19 read:

20 15-701. Common school; promotions; requirements; certificate;
21 supervision of eighth grades by superintendent of
22 high school district; high school admissions;
23 academic credit; definition

24 A. The state board of education shall:

25 1. Prescribe a minimum course of study incorporating the academic
26 standards adopted by the state board of education to be taught in the
27 common schools.

28 2. Prescribe competency requirements for the promotion of pupils
29 from the eighth grade and competency requirements for the promotion of
30 pupils from the third grade incorporating the academic standards in at
31 least the areas of reading, writing, mathematics, science and social
32 studies. The competency requirements for the promotion of pupils from the
33 third grade shall include the following:

34 (a) A requirement that a pupil not be promoted from the third grade
35 if the pupil obtains a score on the reading portion of the statewide
36 assessment that does not demonstrate sufficient reading skills as
37 established by the state board. A pupil may not be retained if data
38 regarding the pupil's performance on the statewide assessment is not
39 available before the end of the current academic year. A pupil who is not
40 retained due to the unavailability of test data must receive
41 evidence-based intervention and remedial strategies pursuant to
42 subdivision (c) of this paragraph if the third grade assessment data
43 subsequently does not demonstrate sufficient reading skills.

44 (b) A mechanism to allow a school district governing board or the
45 governing body of a charter school to promote from the third grade a pupil

1 who does not demonstrate sufficient reading skills pursuant to subdivision
2 (a) of this paragraph if the pupil:

3 (i) Is an English learner or a limited English proficient student
4 as defined in section 15-751 and has had fewer than two years of English
5 language instruction.

6 (ii) Is in the process of a special education referral or
7 evaluation for placement in special education, has been diagnosed as
8 having a significant reading impairment, including dyslexia, or is a child
9 with a disability as defined in section 15-761 if the pupil's
10 individualized education program team and the pupil's parent or guardian
11 agree that promotion is appropriate based on the pupil's individualized
12 education program.

13 (iii) Has demonstrated or subsequently demonstrates sufficient
14 reading skills or adequate progress toward sufficient reading skills of
15 the third grade reading standards as evidenced through a collection of
16 reading assessments approved by the state board of education, which
17 includes an alternative standardized reading assessment approved by the
18 state board.

19 (iv) Receives intervention and remedial services during the summer
20 or a subsequent school year pursuant to subdivision (c) of this paragraph
21 and demonstrates sufficient progress based on guidelines issued pursuant
22 to subsection B, paragraph ~~6~~ 7 of this section.

23 (c) Evidence-based intervention and remedial strategies developed
24 by the state board of education for pupils who are not promoted from the
25 third grade. A school district governing board or the governing body of a
26 charter school shall offer more than one of the intervention and remedial
27 strategies developed by the state board of education. The parent or
28 guardian of a pupil who is not promoted from the third grade and the
29 pupil's teacher and principal may choose the most appropriate intervention
30 and remedial strategies that will be provided to that pupil. The
31 intervention and remedial strategies developed by the state board of
32 education shall include:

33 (i) A requirement that the pupil be assigned for evidence-based
34 reading instruction by a different teacher who was designated in that
35 teacher's most recent performance evaluation in one of the top two
36 performance classifications.

37 (ii) Summer school reading instruction.

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

41 (iv) Small group and teacher-led evidence-based reading
42 instruction, which may include computer-based or online reading
43 instruction.

44 (d) A requirement that a school district governing board or charter
45 school governing body that promotes a pupil pursuant to subdivision (b) of

1 this paragraph provide annual reporting to the department of education on
2 or before October 1 that includes information on the total number of
3 pupils subject to the retention provisions of subdivision (a) of this
4 paragraph, the total number of students promoted pursuant to subdivision
5 (b) of this paragraph, the total number of pupils retained in grade three
6 and the interventions administered pursuant to subdivision (c) of this
7 paragraph.

8 3. Provide for universal screening of pupils in preschool programs,
9 kindergarten programs and grades one through three that is designed to
10 identify pupils who have reading deficiencies pursuant to section 15-704.
11 IF SUFFICIENT MONIES ARE APPROPRIATED, BEGINNING IN THE 2022-2023 SCHOOL
12 YEAR, THE STATE BOARD OF EDUCATION SHALL ADOPT A STATEWIDE KINDERGARTEN
13 ENTRY EVALUATION TOOL TO ADMINISTER TO PUPILS IN KINDERGARTEN PROGRAMS
14 WITHIN FORTY-FIVE CALENDAR DAYS AFTER THE BEGINNING OF EACH SCHOOL YEAR OR
15 WITHIN FORTY-FIVE CALENDAR DAYS AFTER A PUPIL ENROLLS.

16 4. Develop evidence-based intervention and remedial strategies
17 pursuant to paragraph 2, subdivision (c) of this subsection for pupils in
18 kindergarten programs and grades one through three who are identified as
19 having reading deficiencies pursuant to section 15-704.

20 5. Distribute guidelines for the school districts to follow in
21 prescribing criteria for the promotion of pupils from grade to grade in
22 the common schools. These guidelines shall include recommended procedures
23 for ensuring that the cultural background of a pupil is taken into
24 consideration when criteria for promotion are being applied.

25 B. School districts and charter schools shall provide annual
26 written notification to parents of pupils in kindergarten programs and
27 first, second and third grades that a pupil who does not demonstrate
28 sufficient reading skills pursuant to subsection A of this section will
29 not be promoted from the third grade. School districts and charter
30 schools shall identify each pupil who is at risk of reading below grade
31 level in kindergarten and grades one, two and three, based on local or
32 statewide assessments, and shall provide to the parent of that pupil a
33 specific written notification of the reading deficiency ~~that includes~~
34 WITHIN THREE WEEKS AFTER IDENTIFYING THE READING DEFICIENCY. THE
35 NOTIFICATION SHALL INCLUDE the following information:

- 36 1. A description of the pupil's specific individual needs.
- 37 2. A description of the current reading services provided to the
38 pupil.
- 39 3. A description of the available supplemental instructional
40 services and supporting programs that are designed to remediate reading
41 deficiencies. Each school district or charter school shall offer more
42 than one evidence-based intervention strategy and more than one remedial
43 strategy developed by the state board of education for pupils with reading
44 deficiencies. The notification shall list the intervention and remedial
45 strategies offered and shall instruct the parent to choose, in

1 consultation with the pupil's teacher, the most appropriate strategies to
2 be provided and implemented for that child.

3 4. Parental strategies to assist the pupil to attain reading
4 proficiency.

5 5. THE FREQUENCY WITH WHICH THE SCHOOL DISTRICT OR CHARTER SCHOOL
6 WILL PROVIDE TIMELY UPDATES AND INFORMATION TO THE PARENT ON THE PUPIL'S
7 PROGRESS TOWARD READING PROFICIENCY.

8 ~~5.~~ 6. A statement that the pupil will not be promoted from the
9 third grade if the pupil does not demonstrate sufficient reading skills
10 pursuant to subsection A, paragraph 2, subdivision (a) of this section,
11 unless the pupil is exempt from mandatory retention in grade three or the
12 pupil qualifies for an exemption pursuant to subsection A, paragraph 2,
13 subdivision (b) of this section.

14 ~~6.~~ 7. A description of the school district or charter school
15 policies on midyear promotion to a higher grade.

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

18 1. Prescribe curricula that include the academic standards in the
19 required subject areas pursuant to subsection A, paragraph 1 of this
20 section.

21 2. Prescribe criteria for the promotion of pupils from grade to
22 grade in the common schools in the school district. These criteria shall
23 include accomplishment of the academic standards in at least reading,
24 writing, mathematics, science and social studies, as determined by
25 district assessment. Other criteria may include additional measures of
26 academic achievement and attendance.

27 D. The governing board may prescribe the course of study and
28 competency requirements for promotion that are in addition to or higher
29 than the course of study and competency requirements the state board
30 prescribes.

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

37 F. A governing board may provide and issue certificates of
38 promotion to pupils whom it promotes from the eighth grade of a common
39 school. Such certificates shall be signed by the principal or
40 superintendent of schools. If there is no principal or superintendent of
41 schools, the certificates shall be signed by the teacher of an eighth
42 grade. The certificates shall admit the holders to any high school in the
43 state.

1 G. Within any high school district or union high school district,
2 the superintendent of the high school district shall supervise the work of
3 the eighth grade of all schools employing no superintendent or principal.

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

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

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

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

17 1. Is neurological in origin.

18 2. Is characterized by difficulties with accurate or fluent word
19 recognition and by poor spelling and decoding abilities, including
20 difficulties that typically result from a deficit in the phonological
21 component of language that is often unexpected in relation to other
22 cognitive abilities and to the provision of effective classroom
23 instruction.

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

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

29 15-704. Reading proficiency; dyslexia screening plan;
30 parental notification; definitions

31 A. Each school district or charter school that provides instruction
32 in kindergarten programs and grades one through three shall select and
33 administer screening, ongoing diagnostic and classroom-based instructional
34 reading assessments, including a motivational assessment, as defined by
35 the state board of education, **AND THE KINDERGARTEN ENTRY EVALUATION TOOL**
36 **ADOPTED PURSUANT TO SECTION 15-701, SUBSECTION A, PARAGRAPH 3**, to monitor
37 student progress. Each school shall use the diagnostic information to
38 plan evidence-based appropriate and effective instruction and
39 intervention.

40 B. On or before July 1, ~~2020~~ 2022, the department of education
41 shall develop a dyslexia screening plan that meets all of the following
42 requirements:

43 1. Ensures that within forty-five calendar days after the beginning
44 of each school year or within forty-five calendar days after a student
45 enrollment occurs after the first day of school, every student who is

1 enrolled in a kindergarten program or grade one in a public school in this
2 state is screened for indicators of dyslexia.

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

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

10 4. Ensures that screening for indicators of dyslexia includes the
11 following:

- 12 (a) Phonological and phonemic awareness.
- 13 (b) Rapid naming skills.
- 14 (c) Correspondence between sounds and letters.
- 15 (d) Nonsense word ~~repetition~~ FLUENCY.
- 16 (e) Sound symbol recognition.

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

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

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

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

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

1 H. Based on the review required in subsection G of this section,
2 the governing board or governing body and the school principal of each
3 school that does not demonstrate proficiency on the reading standards, in
4 conjunction with school council members, if applicable, shall develop
5 methods of best practices for teaching reading based on essential
6 components of reading instruction and supported by evidence-based reading
7 research. These methods shall be adopted at a public meeting and shall be
8 implemented the following academic year.

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

12 J. For the purposes of this section:

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

15 (a) Phonological awareness, including phonemic awareness.

16 (b) Phonics encoding and decoding.

17 (c) Vocabulary development.

18 (d) Reading fluency as demonstrated by automatic reading of text.

19 (e) Reading comprehension of written text.

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

22 2. "Evidence-based reading research" means research that
23 demonstrates either:

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

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

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

30 (iii) Promising evidence from at least one well-designed and
31 well-implemented correlational study with statistical controls for
32 selection bias.

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

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

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

42 (b) The ability to decode unfamiliar words.

43 (c) The ability to read fluently.

44 (d) Sufficient background information and vocabulary to foster
45 reading comprehension.

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

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

4 Sec. 5. State board of education; K-3 reading program;
5 review; report; delayed repeal

6 A. The state board of education shall review the K-3 reading
7 program established pursuant to section 15-211, Arizona Revised Statutes,
8 and shall consider any changes to statute, policy or administration to
9 improve the reading proficiency of students. The state board shall review
10 all of the following:

11 1. The information required in the plans submitted by school
12 districts and charter schools pursuant to section 15-211, Arizona Revised
13 Statutes, the manner in which the plans are submitted to the department of
14 education and the frequency with which school districts and charter
15 schools submit the plans.

16 2. The collection and use of data to inform instruction and policy.

17 3. The written parental notifications prescribed in section 15-701,
18 Arizona Revised Statutes, as amended by this act, and the feasibility of
19 notifications for parents of students in grades four through twelve.

20 4. Intervention and remedial strategies.

21 B. On or before December 15, 2021, the state board of education
22 shall submit a report based on the review prescribed in subsection A of
23 this section, including recommendations, to the governor, the president of
24 the senate and the speaker of the house of representatives and shall
25 provide a copy of this report to the secretary of state.

26 C. This section is repealed from and after December 31, 2021.

27 Sec. 6. Retroactivity

28 A. Section 15-211, Arizona Revised Statutes, as amended by this
29 act, applies retroactively to from and after June 30, 2021.

30 B. Section 15-704, Arizona Revised Statutes, as amended by this
31 act, applies retroactively to from and after June 30, 2020.