

Senate Engrossed
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~~ 7 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 LITERACY ENDORSEMENT SHALL REQUIRE
5 THE TEACHER TO COMPLETE TRAINING OR COURSEWORK AS DETERMINED BY THE BOARD
6 AND TO PASS A LITERACY INSTRUCTION ASSESSMENT TO SHOW THAT THE TEACHER IS
7 CAPABLE OF DOING ALL OF THE FOLLOWING:

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

10 (b) IMPLEMENTING READING INSTRUCTION USING HIGH-QUALITY
11 INSTRUCTIONAL MATERIALS.

12 (c) PROVIDING EFFECTIVE INSTRUCTION AND INTERVENTIONS FOR STUDENTS
13 WITH READING DEFICIENCIES, INCLUDING STUDENTS WITH CHARACTERISTICS OF
14 DYSLEXIA.

15 4. BEGINNING AUGUST 1, 2022, SHALL REQUIRE ALL APPROVED EDUCATOR
16 PREPARATION PROGRAMS IN ELEMENTARY EDUCATION AND EARLY CHILDHOOD EDUCATION
17 TO REQUIRE THE COURSES THAT ARE NECESSARY TO OBTAIN A LITERACY
18 ENDORSEMENT.

19 ~~3.~~ 5. Shall not require a teacher to obtain a master's degree or
20 to take any additional graduate courses as a condition of certification or
21 recertification.

22 ~~4.~~ 6. Shall allow but shall not require the superintendent of a
23 school district to obtain certification from the state board of education.

24 ~~5.~~ 7. Shall provide for the issuance of a subject-matter expert
25 standard teaching certificate to persons who have expertise in a content
26 area or subject matter. Persons who are certified pursuant to this
27 paragraph shall complete training, if applicable, in structured English
28 immersion as prescribed by the state board pursuant to section 15-756.09.
29 Persons who are certified pursuant to this paragraph are exempt from the
30 subject knowledge proficiency requirements prescribed in section 15-533
31 and from the proficiency requirements prescribed in section 15-532 on the
32 Constitutions of the United States and Arizona. Persons who are subject
33 to subdivision (a) of this paragraph are also exempt from the professional
34 knowledge proficiency requirements pursuant to section 15-533. A person
35 who obtains a subject-matter expert standard teaching certificate pursuant
36 to this paragraph may provide instruction in the person's field of
37 expertise in grades six through twelve at any public school in this state.
38 Issuance of the subject-matter expert standard teaching certificate may
39 not be conditioned on the person's employment with a local education
40 agency. A person who meets the requirements of this paragraph shall be
41 issued a subject-matter expert standard teaching certificate without
42 having to demonstrate professional knowledge proficiency pursuant to
43 section 15-533, except that the person shall have at least two years to
44 demonstrate professional knowledge proficiency pursuant to section 15-533.
45 School districts shall evaluate and provide support pursuant to section

1 15-537 to teachers who are certified pursuant to this paragraph. If a
2 person fails to meet the professional knowledge requirements of this
3 section within two years, the department of education or state board of
4 education may temporarily suspend the subject-matter expert standard
5 teaching certificate. A certificate that is temporarily suspended
6 pursuant to this paragraph is not considered a disciplinary action, and a
7 person shall be allowed to correct the deficiency within the remaining
8 time of the subject-matter expert standard teaching certification. This
9 paragraph does not require a person who has obtained another type of
10 teaching certificate from the state board to obtain a subject-matter
11 expert standard teaching certificate pursuant to this paragraph in order
12 to provide instruction in grades six through twelve. A person is eligible
13 for a subject-matter expert standard teaching certificate pursuant to this
14 paragraph if the person has a baccalaureate degree and meets any of the
15 following requirements:

16 (a) Has taught courses relevant to a content area or subject matter
17 for the last two consecutive years and for a total of at least three years
18 at one or more regionally or nationally accredited public or private
19 postsecondary institutions. A person demonstrates compliance with this
20 requirement by providing the state board with written proof of employment
21 for specific durations from one or more qualifying postsecondary
22 institutions.

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

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

31 ~~6.~~ 8. Notwithstanding section 15-533, shall exempt persons
32 applying for a secondary education certificate from the subject knowledge
33 portion of the proficiency examination if the state board determines that
34 the person has work experience in science, technology, engineering or
35 mathematics and can demonstrate adequate knowledge of a particular subject
36 through a postsecondary education degree or twenty-four credit hours of
37 relevant coursework.

38 ~~7.~~ 9. Shall allow for a certificate issued to a person pursuant to
39 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or
40 15-782.01, as applicable, to be both issued and renewed for at least
41 twelve years and may not require more than fifteen hours of continuing
42 education credits each year in order to renew that certificate pursuant to
43 this paragraph.

1 ~~8.~~ 10. Shall allow for a certificate issued to a person pursuant
2 to subsection B of this section or section 15-132, 15-203 or 15-782.01, as
3 applicable, and any endorsement or approved area related to that
4 certificate, to be renewed at least two years but not more than ten years
5 after that certificate expires without any other requirements adopted by
6 the state board of education or the department of education if the person
7 is in good standing, has at least ten years of verified full-time
8 experience in this state in the area in which the person is seeking
9 renewed certification and possesses a valid fingerprint clearance card
10 issued pursuant to section 15-534. A certificate renewed pursuant to this
11 paragraph shall be identical to the expired certificate.

12 D. The rules for certification reciprocity shall include a
13 requirement that the applicant possess a comparable valid certification
14 from another state and be in good standing with that other state. An
15 applicant who possesses a valid certification from another state and a
16 fingerprint clearance card pursuant to section 15-534 and who is in good
17 standing with that other state shall be issued a comparable standard
18 certificate or a comparable certificate issued pursuant to section 15-132,
19 15-203 or 15-782.01, as applicable, without any other requirements from
20 the state board of education or the department of education. A person who
21 is issued a certificate pursuant to this subsection is not required to
22 meet any requirement prescribed in section 15-533.

23 E. Placement decisions of teaching intern certificate holders
24 issued pursuant to subsection C, paragraph 1 of this section and section
25 15-552 shall be based on agreements between the teacher preparation
26 provider, the provider's partner organizations and the local education
27 agency. The practices of the department of education and the rules and
28 policies of the state board of education may not restrict placement of
29 teaching intern certification holders based on local education agency
30 instructional models and may only consider the academic quality of the
31 school, the effectiveness of the teaching intern certification holder's
32 on-site mentor and the opportunity for a wide variety of schools and
33 school models to access teaching intern certification holders.

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

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

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

40 (a) A Native American language certificate.

41 (b) A student teaching intern certificate.

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

43 (d) An athletic coaching certificate.

44 (e) An emergency substitute certificate.

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

3 15-701. Common school; promotions; requirements; certificate;
4 supervision of eighth grades by superintendent of
5 high school district; high school admissions;
6 academic credit; definition

7 A. The state board of education shall:

8 1. Prescribe a minimum course of study incorporating the academic
9 standards adopted by the state board of education to be taught in the
10 common schools.

11 2. Prescribe competency requirements for the promotion of pupils
12 from the eighth grade and competency requirements for the promotion of
13 pupils from the third grade incorporating the academic standards in at
14 least the areas of reading, writing, mathematics, science and social
15 studies. The competency requirements for the promotion of pupils from the
16 third grade shall include the following:

17 (a) A requirement that a pupil not be promoted from the third grade
18 if the pupil obtains a score on the reading portion of the statewide
19 assessment that does not demonstrate sufficient reading skills as
20 established by the state board. A pupil may not be retained if data
21 regarding the pupil's performance on the statewide assessment is not
22 available before the end of the current academic year. A pupil who is not
23 retained due to the unavailability of test data must receive
24 evidence-based intervention and remedial strategies pursuant to
25 subdivision (c) of this paragraph if the third grade assessment data
26 subsequently does not demonstrate sufficient reading skills.

27 (b) A mechanism to allow a school district governing board or the
28 governing body of a charter school to promote from the third grade a pupil
29 who does not demonstrate sufficient reading skills pursuant to subdivision
30 (a) of this paragraph if the pupil:

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

34 (ii) Is in the process of a special education referral or
35 evaluation for placement in special education, has been diagnosed as
36 having a significant reading impairment, including dyslexia, or is a child
37 with a disability as defined in section 15-761 if the pupil's
38 individualized education program team and the pupil's parent or guardian
39 agree that promotion is appropriate based on the pupil's individualized
40 education program.

41 (iii) Has demonstrated or subsequently demonstrates sufficient
42 reading skills or adequate progress toward sufficient reading skills of
43 the third grade reading standards as evidenced through a collection of
44 reading assessments approved by the state board of education, which

1 includes an alternative standardized reading assessment approved by the
2 state board.

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

7 (c) Evidence-based intervention and remedial strategies developed
8 by the state board of education for pupils who are not promoted from the
9 third grade. A school district governing board or the governing body of a
10 charter school shall offer more than one of the intervention and remedial
11 strategies developed by the state board of education. The parent or
12 guardian of a pupil who is not promoted from the third grade and the
13 pupil's teacher and principal may choose the most appropriate intervention
14 and remedial strategies that will be provided to that pupil. The
15 intervention and remedial strategies developed by the state board of
16 education shall include:

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

21 (ii) Summer school reading instruction.

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

25 (iv) Small group and teacher-led evidence-based reading
26 instruction, which may include computer-based or online reading
27 instruction.

28 (d) A requirement that a school district governing board or charter
29 school governing body that promotes a pupil pursuant to subdivision (b) of
30 this paragraph provide annual reporting to the department of education on
31 or before October 1 that includes information on the total number of
32 pupils subject to the retention provisions of subdivision (a) of this
33 paragraph, the total number of students promoted pursuant to subdivision
34 (b) of this paragraph, the total number of pupils retained in grade three
35 and the interventions administered pursuant to subdivision (c) of this
36 paragraph.

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

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

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

10 B. School districts and charter schools shall provide annual
11 written notification to parents of pupils in kindergarten programs and
12 first, second and third grades that a pupil who does not demonstrate
13 sufficient reading skills pursuant to subsection A of this section will
14 not be promoted from the third grade. School districts and charter
15 schools shall identify each pupil who is at risk of reading below grade
16 level in kindergarten and grades one, two and three, based on local or
17 statewide assessments, and shall provide to the parent of that pupil a
18 specific written notification of the reading deficiency ~~that includes~~
19 **WITHIN THREE WEEKS AFTER IDENTIFYING THE READING DEFICIENCY. THE**
20 **NOTIFICATION SHALL INCLUDE** the following information:

21 1. A description of the pupil's specific individual needs.

22 2. A description of the current reading services provided to the
23 pupil.

24 3. A description of the available supplemental instructional
25 services and supporting programs that are designed to remediate reading
26 deficiencies. Each school district or charter school shall offer more
27 than one evidence-based intervention strategy and more than one remedial
28 strategy developed by the state board of education for pupils with reading
29 deficiencies. The notification shall list the intervention and remedial
30 strategies offered and shall instruct the parent to choose, in
31 consultation with the pupil's teacher, the most appropriate strategies to
32 be provided and implemented for that child.

33 4. Parental strategies to assist the pupil to attain reading
34 proficiency.

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

38 ~~5.~~ 6. A statement that the pupil will not be promoted from the
39 third grade if the pupil does not demonstrate sufficient reading skills
40 pursuant to subsection A, paragraph 2, subdivision (a) of this section,
41 unless the pupil is exempt from mandatory retention in grade three or the
42 pupil qualifies for an exemption pursuant to subsection A, paragraph 2,
43 subdivision (b) of this section.

44 ~~6.~~ 7. A description of the school district or charter school
45 policies on midyear promotion to a higher grade.

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

3 1. Prescribe curricula that include the academic standards in the
4 required subject areas pursuant to subsection A, paragraph 1 of this
5 section.

6 2. Prescribe criteria for the promotion of pupils from grade to
7 grade in the common schools in the school district. These criteria shall
8 include accomplishment of the academic standards in at least reading,
9 writing, mathematics, science and social studies, as determined by
10 district assessment. Other criteria may include additional measures of
11 academic achievement and attendance.

12 D. The governing board may prescribe the course of study and
13 competency requirements for promotion that are in addition to or higher
14 than the course of study and competency requirements the state board
15 prescribes.

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

22 F. A governing board may provide and issue certificates of
23 promotion to pupils whom it promotes from the eighth grade of a common
24 school. Such certificates shall be signed by the principal or
25 superintendent of schools. If there is no principal or superintendent of
26 schools, the certificates shall be signed by the teacher of an eighth
27 grade. The certificates shall admit the holders to any high school in the
28 state.

29 G. Within any high school district or union high school district,
30 the superintendent of the high school district shall supervise the work of
31 the eighth grade of all schools employing no superintendent or principal.

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

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

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

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

45 1. Is neurological in origin.

1 2. Is characterized by difficulties with accurate or fluent word
2 recognition and by poor spelling and decoding abilities, including
3 difficulties that typically result from a deficit in the phonological
4 component of language that is often unexpected in relation to other
5 cognitive abilities and to the provision of effective classroom
6 instruction.

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

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

12 15-704. Reading proficiency; dyslexia screening plan;
13 parental notification; definitions

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

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

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

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

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

38 4. Ensures that screening for indicators of dyslexia includes the
39 following:

- 40 (a) Phonological and phonemic awareness.
- 41 (b) Rapid naming skills.
- 42 (c) Correspondence between sounds and letters.
- 43 (d) Nonsense word ~~repetition~~ **FLUENCY**.
- 44 (e) Sound symbol recognition.

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

3 D. Each school district or charter school that provides instruction
4 for pupils in kindergarten programs and grades one through three shall
5 conduct a curriculum evaluation and adopt an evidence-based reading
6 curriculum that includes the essential components of reading instruction.
7 All school districts and charter schools that offer instruction in
8 kindergarten programs and grades one through three shall provide ongoing
9 teacher training based on evidence-based reading research.

10 E. Each school district or charter school that provides instruction
11 in kindergarten programs and grades one through three shall devote
12 reasonable amounts of time to explicit evidence-based instruction and
13 independent reading in grades one through three.

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

19 G. The governing board of each school district and the governing
20 body of each charter school shall determine the percentage of pupils at
21 each school in grade three who do not demonstrate proficiency on the
22 reading standards prescribed by the state board of education and measured
23 by the statewide assessment administered pursuant to section 15-741. If
24 more than twenty percent of students in grade three at either the
25 individual school level or at the school district level do not demonstrate
26 proficiency on the standards, the governing board or governing body shall
27 conduct a review of its reading program that includes curriculum and
28 professional development in light of current, evidence-based reading
29 research.

30 H. Based on the review required in subsection G of this section,
31 the governing board or governing body and the school principal of each
32 school that does not demonstrate proficiency on the reading standards, in
33 conjunction with school council members, if applicable, shall develop
34 methods of best practices for teaching reading based on essential
35 components of reading instruction and supported by evidence-based reading
36 research. These methods shall be adopted at a public meeting and shall be
37 implemented the following academic year.

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

41 J. For the purposes of this section:

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

44 (a) Phonological awareness, including phonemic awareness.

45 (b) Phonics encoding and decoding.

- 1 (c) Vocabulary development.
- 2 (d) Reading fluency as demonstrated by automatic reading of text.
- 3 (e) Reading comprehension of written text.
- 4 (f) Written and oral expression, including spelling and
- 5 handwriting.

6 2. "Evidence-based reading research" means research that

7 demonstrates either:

8 (a) A statistically significant effect on improving student

9 outcomes or other relevant outcomes based on either:

10 (i) Strong evidence from at least one well-designed and

11 well-implemented experimental study.

12 (ii) Moderate evidence from at least one well-designed and

13 well-implemented quasi-experimental study.

14 (iii) Promising evidence from at least one well-designed and

15 well-implemented correlational study with statistical controls for

16 selection bias.

17 (b) A rationale based on high-quality research findings or positive

18 evaluation that an activity, strategy or intervention is likely to improve

19 student outcomes or other relevant outcomes and that includes ongoing

20 efforts to examine the effects of these activities, strategies or

21 interventions.

22 3. "Reading" means a complex system of deriving meaning from

23 written text that requires all of the following:

24 (a) The skills and knowledge to understand how phonemes or speech

25 sounds are connected to written text.

26 (b) The ability to decode unfamiliar words.

27 (c) The ability to read fluently.

28 (d) Sufficient background information and vocabulary to foster

29 reading comprehension.

30 (e) The development of appropriate active strategies to construct

31 meaning from written text.

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

33 Sec. 5. State board of education; K-3 reading program;

34 review; report; delayed repeal

35 A. The state board of education shall review the K-3 reading

36 program established pursuant to section 15-211, Arizona Revised Statutes,

37 and shall consider any changes to statute, policy or administration to

38 improve the reading proficiency of students. The state board shall review

39 all of the following:

40 1. The information required in the plans submitted by school

41 districts and charter schools pursuant to section 15-211, Arizona Revised

42 Statutes, the manner in which the plans are submitted to the department of

43 education and the frequency with which school districts and charter

44 schools submit the plans.

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

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

4 4. Intervention and remedial strategies.

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

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

11 Sec. 6. Retroactivity

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

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