

House Engrossed Senate Bill

schools; early literacy

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

**CHAPTER 434**  
**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.

APPROVED BY THE GOVERNOR JULY 9, 2021.

FILED IN THE OFFICE OF THE SECRETARY OF STATE JULY 9, 2021.