

REFERENCE TITLE: schools; early literacy

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

SB 1572

Introduced by
Senator Shope

AN ACT

AMENDING SECTIONS 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 15-501.01, Arizona Revised Statutes, is amended
3 to read:

4 15-501.01. Requirements for teachers; teaching certificates;
5 rules; reciprocity; placement

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

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

12 1. Standard teaching certificate.

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

15 3. Subject-matter expert standard teaching certificate for persons
16 who obtain training pursuant to subsection C, paragraph ~~5~~ 7 of this
17 section.

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

20 5. Career and technical education teaching certificate.

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

23 1. Shall provide for a variety of alternative teacher and
24 administrator preparation programs that allow for variations in program
25 sequence and design to apply for program approval. The state board shall
26 adopt rules pursuant to this paragraph designed to allow for a variety of
27 formats and shall not require a prescribed answer or design from the
28 program provider in order to obtain approval from the state board. Any
29 rules adopted by the state board pursuant to this paragraph shall be
30 substantially different from the rules adopted for the approval of
31 traditional preparation programs and may not unnecessarily restrict a
32 variety of alternative preparation programs from operating and providing
33 instruction in this state. The state board shall evaluate each program
34 provider based on the program's ability to prepare teachers and
35 administrators and to recruit teachers and administrators with a variety
36 of experiences and talents. The state board shall allow universities
37 under the jurisdiction of the Arizona board of regents, community colleges
38 in this state, private postsecondary institutions licensed by this state,
39 school districts, charter schools, professional organizations, nonprofit
40 organizations and private entities to apply for program approval and shall
41 create application procedures and certification criteria that are
42 substantially less restrictive than those for traditional preparation
43 programs. At the completion of an alternative preparation program,
44 graduates shall:

1 (a) Hold a bachelor's degree from an accredited postsecondary
2 education institution.

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

5 (c) Obtain a valid fingerprint clearance card pursuant to section
6 15-534.

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

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

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

13 2. Shall require applicants for all certificates for common school
14 instruction to complete, from a public or private provider, at least
15 forty-five classroom hours or three college-level credit hours, or the
16 equivalent, in both research-based:

17 (a) Systematic phonics instruction.

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

23 3. BEGINNING AUGUST 1, 2022, SHALL REQUIRE THAT ALL APPLICANTS FOR
24 ALL CERTIFICATES FOR COMMON INSTRUCTION PASS A LITERACY INSTRUCTION
25 ASSESSMENT TO SHOW THAT THE APPLICANT IS CAPABLE OF DOING ALL OF THE
26 FOLLOWING:

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

29 (b) IMPLEMENTING READING INSTRUCTION USING HIGH-QUALITY
30 INSTRUCTIONAL MATERIALS.

31 (c) PROVIDING EFFECTIVE INSTRUCTION AND INTERVENTIONS FOR STUDENTS
32 WITH READING DEFICIENCIES, INCLUDING STUDENTS WITH CHARACTERISTICS OF
33 DYSLEXIA.

34 4. BEGINNING AUGUST 1, 2022, SHALL PROVIDE FOR ADDITIONAL
35 REQUIREMENTS FOR INSTRUCTION AND ALL EDUCATION PREPARATION PROGRAMS IN
36 THIS STATE TO REQUIRE APPLICANTS SEEKING TEACHER RECERTIFICATION TO PASS A
37 LITERACY INSTRUCTION ASSESSMENT AND PROVIDE FOR:

38 (a) PREPARING APPLICANTS TO EFFECTIVELY TEACH FOUNDATIONAL READING
39 SKILLS, PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY AND
40 COMPREHENSION.

41 (b) IMPLEMENTING READING INSTRUCTION USING HIGH QUALITY
42 INSTRUCTIONAL MATERIALS.

43 ~~3.~~ 5. Shall not require a teacher to obtain a master's degree or
44 to take any additional graduate courses as a condition of certification or
45 recertification.

1 ~~4.~~ 6. Shall allow but shall not require the superintendent of a
2 school district to obtain certification from the state board of education.

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

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

1 for specific durations from one or more qualifying postsecondary
2 institutions.

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

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

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

18 ~~7.~~ 9. Shall allow for a certificate issued to a person pursuant to
19 subsection B, paragraph 1, 3, 4 or 5 of this section or section 15-203 or
20 15-782.01, as applicable, to be both issued and renewed for at least
21 twelve years and may not require more than fifteen hours of continuing
22 education credits each year in order to renew that certificate pursuant to
23 this paragraph.

24 ~~8.~~ 10. Shall allow for a certificate issued to a person pursuant
25 to subsection B of this section or section 15-132, 15-203 or 15-782.01, as
26 applicable, and any endorsement or approved area related to that
27 certificate, to be renewed at least two years but not more than ten years
28 after that certificate expires without any other requirements adopted by
29 the state board of education or the department of education if the person
30 is in good standing, has at least ten years of verified full-time
31 experience in this state in the area in which the person is seeking
32 renewed certification and possesses a valid fingerprint clearance card
33 issued pursuant to section 15-534. A certificate renewed pursuant to this
34 paragraph shall be identical to the expired certificate.

35 D. The rules for certification reciprocity shall include a
36 requirement that the applicant possess a comparable valid certification
37 from another state and be in good standing with that other state. An
38 applicant who possesses a valid certification from another state and a
39 fingerprint clearance card pursuant to section 15-534 and who is in good
40 standing with that other state shall be issued a comparable standard
41 certificate or a comparable certificate issued pursuant to section 15-132,
42 15-203 or 15-782.01, as applicable, without any other requirements from
43 the state board of education or the department of education. A person who
44 is issued a certificate pursuant to this subsection is not required to
45 meet any requirement prescribed in section 15-533.

1 E. Placement decisions of teaching intern certificate holders
2 issued pursuant to subsection C, paragraph 1 of this section and section
3 15-552 shall be based on agreements between the teacher preparation
4 provider, the provider's partner organizations and the local education
5 agency. The practices of the department of education and the rules and
6 policies of the state board of education may not restrict placement of
7 teaching intern certification holders based on local education agency
8 instructional models and may only consider the academic quality of the
9 school, the effectiveness of the teaching intern certification holder's
10 on-site mentor and the opportunity for a wide variety of schools and
11 school models to access teaching intern certification holders.

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

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

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

18 (a) A Native American language certificate.

19 (b) A student teaching intern certificate.

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

21 (d) An athletic coaching certificate.

22 (e) An emergency substitute certificate.

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

25 15-701. Common school; promotions; requirements; certificate;
26 supervision of eighth grades by superintendent of
27 high school district; high school admissions;
28 academic credit; definition

29 A. The state board of education shall:

30 1. Prescribe a minimum course of study incorporating the academic
31 standards adopted by the state board of education to be taught in the
32 common schools.

33 2. Prescribe competency requirements for the promotion of pupils
34 from the eighth grade and competency requirements for the promotion of
35 pupils from the third grade incorporating the academic standards in at
36 least the areas of reading, writing, mathematics, science and social
37 studies. The competency requirements for the promotion of pupils from the
38 third grade shall include the following:

39 (a) A requirement that a pupil not be promoted from the third grade
40 if the pupil obtains a score on the reading portion of the statewide
41 assessment that does not demonstrate sufficient reading skills as
42 established by the state board. A pupil may not be retained if data
43 regarding the pupil's performance on the statewide assessment is not
44 available before the end of the current academic year. A pupil who is not
45 retained due to the unavailability of test data must receive

1 evidence-based intervention and remedial strategies pursuant to
2 subdivision (c) of this paragraph if the third grade assessment data
3 subsequently does not demonstrate sufficient reading skills.

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

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

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

18 (iii) Has demonstrated or subsequently demonstrates sufficient
19 reading skills or adequate progress toward sufficient reading skills of
20 the third grade reading standards as evidenced through a collection of
21 reading assessments approved by the state board of education, which
22 includes an alternative standardized reading assessment approved by the
23 state board.

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

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

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

42 (ii) Summer school reading instruction.

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

1 (iv) Small group and teacher-led evidence-based reading
2 instruction, which may include computer-based or online reading
3 instruction.

4 (d) A requirement that a school district governing board or charter
5 school governing body that promotes a pupil pursuant to subdivision (b) of
6 this paragraph provide annual reporting to the department of education on
7 or before October 1 that includes information on the total number of
8 pupils subject to the retention provisions of subdivision (a) of this
9 paragraph, the total number of students promoted pursuant to subdivision
10 (b) of this paragraph, the total number of pupils retained in grade three
11 and the interventions administered pursuant to subdivision (c) of this
12 paragraph.

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

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

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

30 B. School districts and charter schools shall provide annual
31 written notification to parents of pupils in kindergarten programs and
32 first, second and third grades that a pupil who does not demonstrate
33 sufficient reading skills pursuant to subsection A of this section will
34 not be promoted from the third grade. School districts and charter
35 schools shall identify each pupil who is at risk of reading below grade
36 level in kindergarten and grades one, two and three, based on local or
37 statewide assessments, and shall provide to the parent of that pupil a
38 specific written notification of the reading deficiency that includes the
39 following information:

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

41 2. A description of the current reading services provided to the
42 pupil.

43 3. A description of the available supplemental instructional
44 services and supporting programs that are designed to remediate reading
45 deficiencies. Each school district or charter school shall offer more

1 than one evidence-based intervention strategy and more than one remedial
2 strategy developed by the state board of education for pupils with reading
3 deficiencies. The notification shall list the intervention and remedial
4 strategies offered and shall instruct the parent to choose, in
5 consultation with the pupil's teacher, the most appropriate strategies to
6 be provided and implemented for that child.

7 4. Parental strategies to assist the pupil to attain reading
8 proficiency.

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

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

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

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

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

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

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

38 F. A governing board may provide and issue certificates of
39 promotion to pupils whom it promotes from the eighth grade of a common
40 school. Such certificates shall be signed by the principal or
41 superintendent of schools. If there is no principal or superintendent of
42 schools, the certificates shall be signed by the teacher of an eighth
43 grade. The certificates shall admit the holders to any high school in the
44 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. 3. 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,~~ The department of education shall
41 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.
- 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. THE PARENT OF
35 ANY PUPIL WHO EXHIBITS A READING DEFICIENCY AT ANY TIME DURING THE SCHOOL
36 YEAR MUST BE NOTIFIED IN WRITING NOT LATER THAN FIFTEEN DAYS AFTER THE
37 READING DEFICIENCY IS IDENTIFIED. THE WRITTEN NOTIFICATION MUST INCLUDE
38 ALL OF THE FOLLOWING:

39 1. THAT THE PUPIL HAS BEEN IDENTIFIED AS HAVING A READING
40 DEFICIENCY AND THAT A READING IMPROVEMENT PLAN WILL BE DEVELOPED BY THE
41 PUPIL'S TEACHER, THE PRINCIPAL, OTHER PERTINENT SCHOOL PERSONNEL AND THE
42 PUPIL'S PARENTS.

43 2. A DESCRIPTION OF THE CURRENT SERVICES THAT ARE PROVIDED TO THE
44 PUPIL.

1 3. A DESCRIPTION OF THE PROPOSED RESEARCH-BASED READING
2 INTERVENTIONS AND SUPPLEMENTAL INSTRUCTION SERVICES AND SUPPORTS THAT WILL
3 BE PROVIDED TO THE PUPIL AND THAT ARE DESIGNED TO REMEDY THE IDENTIFIED
4 AREAS OF THE PUPIL'S READING DEFICIENCY.

5 4. NOTIFICATION THAT THE PARENT WILL BE INFORMED IN WRITING OF THE
6 PUPIL'S PROGRESS TOWARD GRADE LEVEL READING AT LEAST ONCE EVERY TWO WEEKS.

7 5. STRATEGIES FOR THE PARENT TO USE AT HOME TO HELP THE PUPIL
8 SUCCEED IN READING.

9 6. THAT IF THE PUPIL'S READING DEFICIENCY IS NOT CORRECTED BY THE
10 END OF GRADE THREE, THE PUPIL WILL NOT BE PROMOTED TO GRADE FOUR UNLESS AN
11 EXEMPTION IS MET AS PRESCRIBED IN SECTION 15-701, SUBSECTION A, PARAGRAPH
12 2, SUBDIVISION (b).

13 7. THAT WHILE THE STATEWIDE ENGLISH LANGUAGE ARTS ASSESSMENT IS THE
14 INITIAL DETERMINATE FOR PROMOTION, IT IS NOT THE SOLE DETERMINER AT THE
15 END OF GRADE THREE AND THAT PUPILS ARE ALSO PROVIDED WITH A TEST-BASED
16 STUDENT PORTFOLIO OPTION AND AN ALTERNATIVE READING ASSESSMENT OPTION TO
17 DEMONSTRATE SUFFICIENT READING SKILLS FOR PROMOTION TO GRADE FOUR.

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

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

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

40 J. For the purposes of this section:

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

43 (a) Phonological awareness, including phonemic awareness.

44 (b) Phonics encoding and decoding.

45 (c) Vocabulary development.

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

2 (e) Reading comprehension of written text.

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

5 2. "Evidence-based reading research" means research that
6 demonstrates either:

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

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

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

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

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

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

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

25 (b) The ability to decode unfamiliar words.

26 (c) The ability to read fluently.

27 (d) Sufficient background information and vocabulary to foster
28 reading comprehension.

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

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