



STATE OF ARIZONA  
OFFICE OF THE GOVERNOR

DOUGLAS A. DUCEY  
GOVERNOR

EXECUTIVE OFFICE

May 16, 2018

The Honorable Michele Reagan  
Secretary of State  
1700 W. Washington, 7<sup>th</sup> Floor  
Phoenix, AZ 85007

Dear Secretary Reagan:

I am transmitting to you the following bills from the Fifty-third Legislature, 2<sup>nd</sup> Regular Session, which I signed on May 16, 2018:

- HB 2088 pupils; concussions; parental notification (Carter)
- HB 2197 health professionals; workforce data (Carter)
- HB 2209 internet protocol; corporation commission (Grantham)
- HB 2212 firearm possession; peace officers; definition (Thorpe)
- HB 2235 dental therapy; regulation; licensure (Thorpe)
- HB 2253 schools; exchange teachers; employment duration (Carter)
- HB 2307 scrap vehicles; sales (Campbell)
- HB 2310 underground storage tanks; reimbursement claims (Bowers)
- HB 2324 community health workers; voluntary certification (Carter)
- HB 2356 juvenile court; jurisdiction; age (Bowers)
- HB 2383 HOV lanes; emergency vehicles (Clodfelter)
- HB 2384 unlawful flight; vehicle impoundment (Clodfelter)
- HB 2414 state employee health plan; incentives (Kern)
- HB 2416 appropriation; study; prime contracting classification (Cobb)
- HB 2422 personal delivery devices (Townsend)
- HB 2455 commercial vehicles definition; driver licenses (Cook)
- HB 2510 auto dealers; task force; fund (John)

HB 2520 schools; reading requirement (Coleman)  
HB 2522 traffic violations; penalties (Syms)  
HB 2526 career technical education districts (Clodfelter)  
HB 2527 ticket surcharge; public safety equipment (Clodfelter)  
HB 2529 assisted living; referrals; disclosure (Campbell)  
HB 2532 occupational regulation; municipalities; counties; hearings (Payne)  
HB 2534 teachers; certification requirements (Carter)  
HB 2538 U.S. House vacancy; special election (Coleman)  
HB 2564 court fees; EORP; state contribution (Livingston)  
HB 2589 department of gaming omnibus (Cook)  
HB 2596 property taxes; procedures; abatement (Toma)  
HB 2648 ballot measures; paid circulator definition (Leach)  
HB 2649 public meetings; recordings; posting; definition (Grantham)  
HB 2650 commercial license; defensive driving school (Toma)  
HB 2651 landlord tenant; security deposits (Toma)  
HB 2652 electric bicycles; definition; use (Allen, J.)  
HB 2653 expenditure limitation; waiver of penalties (Cobb)  
HB 2654 illegal substances education; partnership (Thorpe)  
HB 2655 real estate licenses; online classes (Mosley)  
HB 2656 electronic wills and trusts (Leach)  
HB 2657 interscholastic activities; health dangers; information (Carter)  
SB 1039 appropriation; Arizona water protection fund (Griffin)  
SB 1140 certificates of authority; video service (Griffin)  
SB 1167 merit council; law enforcement qualifications (Griffin)  
SB 1181 corporation commission; railway safety inspectors (Griffin)  
SB 1245 appropriation; SNAP; benefit match; produce (Brophy McGee)  
SB 1254 school district consolidation (Allen, S.)  
SB 1271 construction liability; apportionment; study (Fann)  
SB 1273 administrative proceedings; rules; contested cases (Petersen)  
SB 1293 department of revenue; administrative efficiency (Farnsworth, D.)  
SB 1296 government communications; emergency response interpreters (Bowie)  
SB 1398 unemployment; return-to-work program; suitable work (Smith)  
SB 1409 TPT; prime contracting; alteration; replacement (Fann)  
SB 1476 county sheriff; reentry planning; appropriation (Gray)  
SB 1478 employer contributions; EORP (Fann)  
SB 1496 prisoners; drug sentences; out-of-custody treatment (Smith)  
SB 1498 AZPOST; membership; training; AMBER alert (Smith)

SB 1504 developmental disability rates; appropriation (Smith)

Sincerely,

A handwritten signature in black ink that reads "Douglas A. Ducey". The signature is written in a cursive style with a large, prominent initial "D".

Douglas A. Ducey  
Governor  
State of Arizona

cc: Senate Secretary  
Chief Clerk of the House of Representatives  
Arizona News Service

Senate Engrossed House Bill

**FILED**

**MICHELE REAGAN**

**SECRETARY OF STATE**

State of Arizona  
House of Representatives  
Fifty-third Legislature  
Second Regular Session  
2018

**CHAPTER 309**  
**HOUSE BILL 2520**

AN ACT

AMENDING SECTIONS 15-211, 15-249.03 AND 15-249.09, ARIZONA REVISED STATUTES; AMENDING SECTION 15-701, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2017, CHAPTER 137, SECTION 4, CHAPTER 194, SECTION 2 AND CHAPTER 210, SECTION 3; REPEALING SECTION 15-701, ARIZONA REVISED STATUTES, AS AMENDED BY LAWS 2017, CHAPTER 67, SECTION 2; AMENDING SECTION 15-704, ARIZONA REVISED STATUTES; RELATING TO READING 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; receipt and use of monies;  
5 additional funding; report; program termination

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

10 B. Each school district and charter school shall submit to the  
11 department of education a plan for improving the reading proficiency of  
12 its pupils in kindergarten programs and grades one, two and three. The  
13 plan shall include baseline data on the reading proficiency of its pupils  
14 in kindergarten programs and grades one, two and three and a budget for  
15 spending monies from both the K-3 support level weight and the K-3 reading  
16 support level weight established in section 15-943. Each school district  
17 and charter school shall annually submit to the department of education on  
18 or before October 1 an updated K-3 reading program plan that includes data  
19 on program expenditures and results, except that beginning in fiscal year  
20 2016-2017, a school district or charter school that is assigned a letter  
21 grade of A or B pursuant to section 15-241 shall submit this plan only in  
22 odd-numbered years.

23 C. School districts and charter schools shall use monies generated  
24 by the K-3 reading support level weight established in section 15-943 only  
25 on instructional purposes BASED ON THE PLAN SUBMITTED PURSUANT TO  
26 SUBSECTION B OF THIS SECTION intended to improve reading proficiency for  
27 pupils in kindergarten programs and grades one, two and three with  
28 particular emphasis on pupils in kindergarten programs and grades one and  
29 two.

30 D. Each school district and charter school that is assigned a  
31 letter grade of C, D or F pursuant to section 15-241 or that has more than  
32 ten percent of its pupils in grade three who do not demonstrate sufficient  
33 reading skills as established by the state board of education according  
34 to the reading portion of the statewide assessment shall receive monies  
35 generated by the K-3 reading support level weight established in section  
36 15-943 only after the K-3 reading program plan of the school district or  
37 charter school has been submitted, reviewed and recommended for approval  
38 by the department of education and approved by the state board of  
39 education. The state board of education must give approval to a school  
40 district or charter school before any portion of the monies generated by  
41 the K-3 reading support level weight may be distributed to the school  
42 district or charter school pursuant to this subsection.

43 E. Pupils in a charter school that is in its first year of  
44 operation and that is sponsored by the state board of education, the state  
45 board for charter schools, a university under the jurisdiction of the

1 Arizona board of regents, a community college district or a group of  
2 community college districts are eligible for the K-3 reading support level  
3 weight.

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

7 G. The state board of education may establish rules and policies  
8 for the K-3 reading program, including:

9 1. The proper use of monies in accordance with subsection C of this  
10 section.

11 2. The distribution of monies by the department of education in  
12 accordance with subsection B of this section.

13 3. The compliance of reading proficiency plans submitted pursuant  
14 to subsection B of this section with section 15-704.

15 H. Pursuant to subsection G of this section, the department of  
16 education shall develop program implementation guidance for school  
17 districts and charter schools to assist schools in administering an  
18 effective K-3 EVIDENCE-BASED reading program plan. This guidance shall  
19 include identifying and recommending appropriate program expenditures,  
20 providing technical oversight and assistance for annually updating reading  
21 program plans, selecting and adopting evidence-based reading curricula and  
22 providing and promoting teacher professional development that is based on  
23 evidence-based reading research. The department shall prioritize supports  
24 and interventions, including enrollment in reading trainings and  
25 professional development, for school districts and charter schools that  
26 have the highest percentage of pupils who do not demonstrate sufficient  
27 reading skills as established by the state board of education. The  
28 department shall deposit any monies received for offering reading  
29 trainings or professional development, ~~into~~ INCLUDING COACHING, IN the  
30 department of education professional development revolving fund  
31 established by section 15-237.01.

32 I. On or before December 15, the department of education shall  
33 submit an annual report on the K-3 reading program to the governor, the  
34 president of the senate and the speaker of the house of representatives  
35 and shall provide a copy of this annual report to the secretary of state,  
36 the state board of education and the chairpersons of the education  
37 committees of the senate and the house of representatives. The report  
38 shall contain all of the following:

39 1. Information on the improvement of K-3 reading in this state,  
40 including achievement data statewide and achievement data at the school  
41 district and charter school level. The information pursuant to this  
42 paragraph shall include data and information on continued proficiency on  
43 the statewide assessment in subsequent grades.

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



1 and grades one, two and three. Eligible schools may also use ~~grant~~ monies  
2 to provide a full-day kindergarten program that is structured to increase  
3 reading proficiency. ~~Grant~~ Monies must be used to ~~supplement and not~~  
4 ~~supplant activities~~ EXPAND, ENHANCE AND SUPPORT THE COMPONENTS included in  
5 a school's reading program plan submitted pursuant to section 15-211.

6 ~~D.~~ E. Subject to review and approval by the state board of  
7 education, the department of education shall include a report on the early  
8 literacy ~~grant~~ program in the K-3 reading program plan required by section  
9 15-211. The report shall contain the following:

- 10 1. A description of the ~~grants~~ FUNDS awarded each year.
- 11 2. A summary of the funded activities.
- 12 3. Information on the recipient schools' progress toward  
13 achievement goals.
- 14 4. Specific findings on ~~grant-funded~~ strategies and activities and  
15 their level of effectiveness in improving reading proficiency in the  
16 recipient schools.

17 ~~E.~~ F. The program established by this section ends on July 1, 2025  
18 pursuant to section 41-3102.

19 ~~F.~~ G. For the purposes of this section:

20 1. "Eligible expenses" means expenses for evidence-based strategies  
21 and interventions designed to improve the reading proficiency of students  
22 in kindergarten programs and grades one, two and three pursuant to  
23 sections 15-211 and 15-704, including ~~reading~~ LITERACY coaches ~~or~~ AND  
24 LITERACY specialists, reading curricula, KINDERGARTEN READINESS  
25 ASSESSMENTS, SUMMER PROGRAMS or tutoring programs.

26 2. "Eligible school" means a public school with at least ninety  
27 percent of students who are eligible for free and reduced-priced lunches  
28 under the national school lunch and child nutrition acts (42 United States  
29 Code sections 1751 through 1785).

30 3. "STUDENT COUNT" MEANS THE AVERAGE DAILY MEMBERSHIP FOR PUPILS IN  
31 KINDERGARTEN PROGRAMS AND GRADES ONE, TWO AND THREE, AS PRESCRIBED IN  
32 SECTION 15-901 FOR THE CURRENT YEAR.

33 Sec. 4. Section 15-701, Arizona Revised Statutes, as amended by  
34 Laws 2017, chapter 137, section 4, chapter 194, section 2 and chapter 210,  
35 section 3, is amended to read:

36 15-701. Common school; promotions; requirements; certificate;  
37 supervision of eighth grades by superintendent of  
38 high school district; high school admissions;  
39 academic credit; definition

40 A. The state board of education shall:

41 1. Prescribe a minimum course of study, as defined in section  
42 15-101 and incorporating the academic standards adopted by the state board  
43 of education, to be taught in the common schools.

44 2. Prescribe competency requirements for the promotion of pupils  
45 from the eighth grade and competency requirements for the promotion of

1 pupils from the third grade incorporating the academic standards in at  
2 least the areas of reading, writing, mathematics, science and social  
3 studies. The competency requirements for the promotion of pupils from the  
4 third grade shall include the following:

5 (a) A requirement that a pupil not be promoted from the third grade  
6 if the pupil obtains a score on the reading portion of the statewide  
7 assessment that ~~demonstrates that the pupil's reading falls far below the~~  
8 ~~third grade level or the equivalent~~ DOES NOT DEMONSTRATE SUFFICIENT  
9 READING SKILLS as established by the board. A pupil may not be retained  
10 if data regarding the pupil's performance on the statewide assessment is  
11 not available before the ~~start~~ END of the ~~following~~ CURRENT academic year.  
12 A pupil who is not retained due to the unavailability of test data must  
13 receive EVIDENCE-BASED intervention and remedial strategies pursuant to  
14 subdivision (c) of this paragraph if the third grade assessment data  
15 subsequently ~~demonstrates that the pupil's reading ability falls far below~~  
16 ~~the third grade level or the equivalent~~ DOES NOT DEMONSTRATE SUFFICIENT  
17 READING SKILLS.

18 (b) A mechanism to allow a school district governing board or the  
19 governing body of a charter school to promote ~~a pupil~~ from the third grade  
20 ~~who obtains a score on the reading portion of the statewide assessment~~  
21 ~~that demonstrates that the pupil's reading falls far below the third grade~~  
22 ~~level for any of the following~~ A PUPIL WHO DOES NOT DEMONSTRATE SUFFICIENT  
23 READING SKILLS PURSUANT TO SUBDIVISION (a) OF THIS PARAGRAPH IF THE PUPIL:

24 (i) ~~A good cause exemption if the pupil~~ Is an English learner or a  
25 limited English proficient student as defined in section 15-751 and has  
26 had fewer than two years of English language instruction.

27 (ii) ~~A pupil who~~ Is in the process of a special education referral  
28 or evaluation for placement in special education, ~~a pupil who~~ has been  
29 diagnosed as having a significant reading impairment, including dyslexia,  
30 or ~~a pupil who~~ is a child with a disability as defined in section 15-761  
31 if the pupil's individualized education program team and the pupil's  
32 parent or guardian agree that promotion is appropriate based on the  
33 pupil's individualized education program.

34 (iii) HAS DEMONSTRATED OR SUBSEQUENTLY DEMONSTRATES SUFFICIENT  
35 READING SKILLS OR ADEQUATE PROGRESS TOWARDS SUFFICIENT READING SKILLS OF  
36 THE THIRD GRADE READING STANDARDS AS EVIDENCED THROUGH A COLLECTION OF  
37 READING ASSESSMENTS APPROVED BY THE STATE BOARD OF EDUCATION, WHICH  
38 INCLUDES AN ALTERNATIVE STANDARDIZED READING ASSESSMENT APPROVED BY THE  
39 STATE BOARD.

40 (iii) (iv) ~~A pupil who~~ Receives intervention and remedial services  
41 during the summer or A subsequent school year pursuant to subdivision (c)  
42 of this paragraph and demonstrates sufficient progress ~~may be promoted~~  
43 ~~from the third grade~~ based on guidelines issued pursuant to subsection B,  
44 paragraph ~~5~~ 6 of this section.



1 (c) EVIDENCE-BASED intervention and remedial strategies developed  
2 by the state board of education for pupils who are not promoted from the  
3 third grade. A school district governing board or the governing body of a  
4 charter school shall offer ~~at least~~ MORE THAN one of the intervention and  
5 remedial strategies developed by the state board of education. The parent  
6 or guardian of a pupil who is not promoted from the third grade and the  
7 pupil's teacher and principal may choose the most appropriate intervention  
8 and remedial strategies that will be provided to that pupil. The  
9 intervention and remedial strategies developed by the state board of  
10 education shall include:

11 (i) A requirement that the pupil be assigned ~~to a different teacher~~  
12 for EVIDENCE-BASED reading instruction BY A DIFFERENT TEACHER WHO WAS  
13 DESIGNATED IN THAT TEACHER'S MOST RECENT PERFORMANCE EVALUATION IN ONE OF  
14 THE TOP TWO PERFORMANCE CLASSIFICATIONS PURSUANT TO SECTION 15-203,  
15 SUBSECTION A, PARAGRAPH 38.

16 (ii) Summer school reading instruction.

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

20 (iv) SMALL GROUP AND TEACHER-LED EVIDENCE-BASED READING  
21 INSTRUCTION, WHICH MAY INCLUDE COMPUTER-BASED OR online reading  
22 instruction.

23 (d) A REQUIREMENT THAT A SCHOOL DISTRICT GOVERNING BOARD OR CHARTER  
24 SCHOOL GOVERNING BODY THAT PROMOTES A PUPIL PURSUANT TO SUBDIVISION (b) OF  
25 THIS PARAGRAPH PROVIDE ANNUAL REPORTING TO THE DEPARTMENT OF EDUCATION ON  
26 OR BEFORE OCTOBER 1 THAT INCLUDES INFORMATION ON THE TOTAL NUMBER OF  
27 PUPILS SUBJECT TO THE RETENTION PROVISIONS OF SUBDIVISION (a) OF THIS  
28 PARAGRAPH, THE TOTAL NUMBER OF STUDENTS PROMOTED PURSUANT TO SUBDIVISION  
29 (b) OF THIS PARAGRAPH, THE TOTAL NUMBER OF PUPILS RETAINED IN GRADE THREE  
30 AND THE INTERVENTIONS ADMINISTERED PURSUANT TO SUBDIVISION (c) OF THIS  
31 PARAGRAPH.

32 3. Provide for universal screening of pupils in preschool programs,  
33 kindergarten programs and grades one through three that is designed to  
34 identify pupils who have reading deficiencies pursuant to section 15-704.

35 4. Develop EVIDENCE-BASED intervention and remedial strategies  
36 pursuant to paragraph 2, subdivision (c) of this subsection for pupils in  
37 kindergarten programs and grades one through three who are identified as  
38 having reading deficiencies pursuant to section 15-704.

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

44 B. School districts and charter schools shall provide annual  
45 written notification to parents of pupils in kindergarten programs and

1 first, second and third grades that a pupil ~~who obtains a score on the~~  
2 ~~reading portion of the statewide assessment that demonstrates the pupil is~~  
3 ~~reading far below the third grade level~~ WHO DOES NOT DEMONSTRATE  
4 SUFFICIENT READING SKILLS PURSUANT TO SUBSECTION A OF THIS SECTION will  
5 not be promoted from the third grade. ~~If the school has determined that~~  
6 ~~the pupil is substantially deficient in reading before the end of grade~~  
7 ~~three, the school district or charter~~ School DISTRICTS AND CHARTER SCHOOLS  
8 SHALL IDENTIFY EACH PUPIL WHO IS AT RISK OF READING BELOW GRADE LEVEL IN  
9 KINDERGARTEN AND GRADES ONE, TWO AND THREE, BASED ON LOCAL OR STATEWIDE  
10 ASSESSMENTS, AND shall provide to the parent of that pupil a ~~separate~~  
11 SPECIFIC written notification of the reading deficiency that includes the  
12 following information:

13 1. A DESCRIPTION OF THE PUPIL'S SPECIFIC INDIVIDUAL NEEDS.

14 ~~1.~~ 2. A description of the current reading services provided to  
15 the pupil.

16 ~~2.~~ 3. A description of the available supplemental instructional  
17 services and supporting programs that are designed to remediate reading  
18 deficiencies. Each school district or charter school shall offer ~~at least~~  
19 MORE THAN one EVIDENCE-BASED intervention strategy and ~~at least~~ MORE THAN  
20 one remedial strategy DEVELOPED BY THE STATE BOARD OF EDUCATION for pupils  
21 with reading deficiencies. The notification shall list the intervention  
22 and remedial strategies offered and shall instruct the parent ~~or guardian~~  
23 to choose, IN CONSULTATION WITH THE PUPIL'S TEACHER, the ~~strategy that~~  
24 ~~will~~ MOST APPROPRIATE STRATEGIES TO be PROVIDED AND implemented for that  
25 child.

26 ~~3.~~ 4. Parental strategies to assist the pupil to attain reading  
27 proficiency.

28 ~~4.~~ 5. A statement that the pupil will not be promoted from the  
29 third grade if the pupil ~~obtains a score on the reading portion of the~~  
30 ~~statewide assessment that demonstrates the pupil is reading far below the~~  
31 ~~third grade level~~ DOES NOT DEMONSTRATE SUFFICIENT READING SKILLS PURSUANT  
32 TO SUBSECTION A, PARAGRAPH 2, SUBDIVISION (a) OF THIS SECTION, unless the  
33 pupil is exempt from mandatory retention in grade three or the pupil  
34 qualifies for an exemption pursuant to subsection A, PARAGRAPH 2,  
35 SUBDIVISION (b) of this section.

36 ~~5.~~ 6. A description of the school district or charter school  
37 policies on midyear promotion to a higher grade.

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

40 1. Prescribe curricula that include the academic standards in the  
41 required subject areas pursuant to subsection A, paragraph 1 of this  
42 section.

43 2. Prescribe criteria for the promotion of pupils from grade to  
44 grade in the common schools in the school district. These criteria shall  
45 include accomplishment of the academic standards in at least reading,

1 writing, mathematics, science and social studies, as determined by  
2 district assessment. Other criteria may include additional measures of  
3 academic achievement and attendance.

4 D. The governing board may prescribe the course of study and  
5 competency requirements for promotion that are in addition to or higher  
6 than the course of study and competency requirements the state board  
7 prescribes.

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

13 F. A governing board may provide and issue certificates of  
14 promotion to pupils whom it promotes from the eighth grade of a common  
15 school. Such certificates shall be signed by the principal or  
16 superintendent of schools. Where there is no principal or superintendent  
17 of schools, the certificates shall be signed by the teacher of an eighth  
18 grade. The certificates shall admit the holders to any high school in the  
19 state.

20 G. Within any high school district or union high school district,  
21 the superintendent of the high school district shall supervise the work of  
22 the eighth grade of all schools employing no superintendent or principal.

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

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

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

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

36 1. Is neurological in origin.

37 2. Is characterized by difficulties with accurate or fluent word  
38 recognition and by poor spelling and decoding abilities, including  
39 difficulties that typically result from a deficit in the phonological  
40 component of language that is often unexpected in relation to other  
41 cognitive abilities and to the provision of effective classroom  
42 instruction.

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

1           Sec. 5. Repeal

2           Section 15-701, Arizona Revised Statutes, as amended by Laws 2017,  
3 chapter 67, section 2, is repealed.

4           Sec. 6. Section 15-704, Arizona Revised Statutes, is amended to  
5 read:

6           15-704. Reading proficiency; definitions

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

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

21           C. Each school district or charter school that provides instruction  
22 in kindergarten programs and grades one through three shall devote  
23 reasonable amounts of time to explicit EVIDENCE-BASED instruction and  
24 independent reading in grades one through three.

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

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

41           F. Based on the review required in subsection E of this section,  
42 the governing board or governing body and the school principal of each  
43 school that does not demonstrate proficiency on the reading standards, in  
44 conjunction with school council members, if applicable, shall develop  
45 methods of best practices for teaching reading based on essential

1 components of reading instruction and supported by evidence-based reading  
2 research. These methods shall be adopted at a public meeting and shall be  
3 implemented the following academic year.

4 G. Subsections E and F of this section shall be coordinated with  
5 efforts to develop and implement an improvement plan if required pursuant  
6 to section 15-241.02.

7 H. For the purposes of this section:

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

10 (a) PHONOLOGICAL AWARENESS, INCLUDING phonemic awareness.

11 (b) Phonics ENCODING AND DECODING.

12 (c) Vocabulary development.

13 (d) Reading fluency AS DEMONSTRATED BY AUTOMATIC READING OF TEXT.

14 (e) Reading comprehension OF WRITTEN TEXT.

15 (f) WRITTEN AND ORAL EXPRESSION, INCLUDING SPELLING AND  
16 HANDWRITING.

17 2. "Evidence-based reading research" means research that  
18 demonstrates either:

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

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

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

25 (iii) Promising evidence from at least one well-designed and  
26 well-implemented correlational study with statistical controls for  
27 selection bias.

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

33 3. "Reading" means a complex system of deriving meaning from ~~print~~  
34 WRITTEN TEXT that requires all of the following:

35 (a) The skills and knowledge to understand how phonemes or speech  
36 sounds are connected to ~~print~~ WRITTEN TEXT.

37 (b) The ability to decode unfamiliar words.

38 (c) The ability to read fluently.

39 (d) Sufficient background information and vocabulary to foster  
40 reading comprehension.

41 (e) The development of appropriate active strategies to construct  
42 meaning from ~~print~~ WRITTEN TEXT.

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

1           Sec. 7. Rules for certification for common school instruction

2           Notwithstanding section 15-203, Arizona Revised Statutes, the state  
3 board of education shall adopt rules that require applicants for all  
4 certificates for common school instruction to complete, from a public or  
5 private provider, a minimum of forty-five classroom hours or three  
6 college-level credit hours, or the equivalent, in both research-based:

7           1. Systemic phonics instruction.

8           2. Reading instruction, including training on assessments,  
9 instructional practices and interventions to improve student reading  
10 proficiency.

**APPROVED BY THE GOVERNOR MAY 16, 2018**

**FILED IN THE OFFICE OF THE SECRETARY OF STATE MAY 16, 2018**

Passed the House February 21, 2018

Passed the Senate April 16, 2018

by the following vote: 59 Ayes,

by the following vote: 29 Ayes,

0 Nays, 1 Not Voting

0 Nays, 1 Not Voting

[Signature]  
Speaker of the House

[Signature]  
President of the Senate

[Signature]  
Chief Clerk of the House

[Signature]  
Secretary of the Senate

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR

This Bill received by the Governor this

\_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Secretary to the Governor

Approved this \_\_\_\_\_ day of

\_\_\_\_\_

at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Governor of Arizona

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE

This Bill received by the Secretary of State

this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

at \_\_\_\_\_ o'clock \_\_\_\_\_ M.

\_\_\_\_\_  
Secretary of State

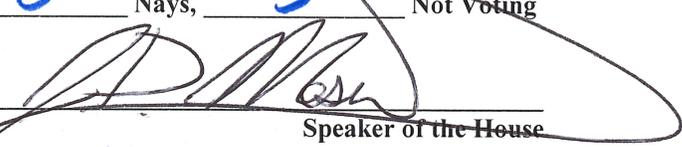
H.B. 2520

HOUSE CONCURS IN SENATE  
AMENDMENTS AND FINAL PASSAGE

April 30, 20 18,

by the following vote: 57 Ayes,

0 Nays, 3 Not Voting

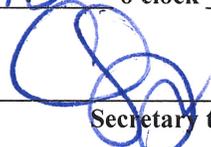
  
Speaker of the House  
  
Chief Clerk of the House

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF GOVERNOR

This Bill was received by the Governor this

18 day of May, 20 18,

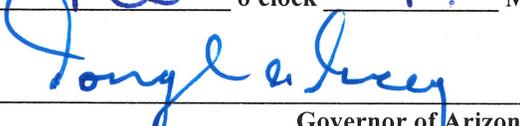
at 8:13 o'clock A M.

  
Secretary to the Governor

Approved this 10<sup>th</sup> day of

May, 20 18,

at 1:00 o'clock P. M.

  
Governor of Arizona

H.B. 2520

EXECUTIVE DEPARTMENT OF ARIZONA  
OFFICE OF SECRETARY OF STATE

This Bill was received by the Secretary of State

this 16 day of May, 20 18,

at 4:29 o'clock P. M.

  
Secretary of State