

SUBSTITUTE FOR
SENATE BILL NO. 567

A bill to amend 1976 PA 451, entitled
"The revised school code,"
by amending section 1280f (MCL 380.1280f), as amended by 2023 PA
224.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 Sec. 1280f. (1) The department shall do all of the following
2 to help ensure that more pupils will achieve a score of at least
3 proficient in English language arts on the grade 3 state
4 assessment:

5 (a) ~~Approve~~ **Subject to subsection (4) and subject to the**
6 **availability of valid and reliable assessments, approve** 3 or more
7 valid and reliable screening ~~, formative, and progress-monitoring~~
8 ~~and diagnostic reading assessment systems~~ **assessments** for selection

1 and use by school districts and public school academies in
2 accordance with the following:

3 (i) Each approved assessment ~~system~~ must provide a screening
4 assessment ~~, and~~ monitoring capabilities for monitoring progress
5 toward a growth target. ~~, and a diagnostic assessment.~~

6 (ii) In determining which ~~assessment systems~~ **assessments** to
7 approve for use by school districts and public school academies,
8 the department shall also consider at least the following factors:

9 (A) The time required to conduct the assessments, with the
10 intention of minimizing the impact on instructional time.

11 (B) The level of integration of assessment results with
12 instructional support for teachers and pupils.

13 (C) The timeliness in reporting assessment results to
14 teachers, administrators, and parents.

15 (D) **The degree of compatibility with other approved statewide**
16 **assessment measures, to minimize the impact on instructional time.**

17 (E) **The degree to which the assessment demonstrates**
18 **classification accuracy for identifying pupils with characteristics**
19 **of dyslexia or difficulty decoding.**

20 (b) Recommend or develop ~~an early a~~ literacy coach model with
21 the following features:

22 (i) ~~An early~~ **Except as otherwise provided in this section,**
23 **district-identified** literacy ~~coach~~ **coaches** shall support and
24 provide initial and ongoing professional development to teachers in
25 all of the following:

26 (A) ~~Each of the 5 major reading components~~ **Providing**
27 **instruction meeting the criteria** listed in subsection ~~(3)(a)(iv)(B)~~
28 **(10)(a)(iv)** as needed, based on an analysis of pupil performance
29 data.

1 (B) Administering, ~~and analyzing instructional scoring,~~ and
2 **interpreting** assessments **under this section with fidelity.**

3 (C) Providing differentiated instruction and intensive
4 intervention, **including, but not limited to, methods to intensify**
5 **instructional interventions for decoding and word recognition.**

6 (D) Using data diagnostically to adjust intervention
7 instruction and to understand reasons why a pupil may not be
8 responding to intervention instruction as expected.

9 (E) ~~(D)~~—Using progress monitoring.

10 (F) ~~(E)~~—Identifying and addressing reading deficiency.

11 (G) Using evidence-based instructional methods and the
12 features of evidence-based interventions for pupils who experience
13 difficulties with decoding and word recognition.

14 (H) The professional learning requirements under subsection
15 (7), as appropriate.

16 (I) The appropriate use of statewide professional learning
17 tools and evidence-based practices that meet the research
18 requirements consistent with the science of reading.

19 (ii) ~~An early~~—**Except as otherwise provided in this section,**
20 **district-identified literacy coach-coaches** shall also do all of the
21 following:

22 (A) Model ~~effective~~—**evidence-based** instructional strategies
23 for teachers.

24 (B) Facilitate study groups.

25 (C) **Advise in developing schoolwide and classroom**
26 **infrastructure to meet the collective and individual needs of**
27 **pupils using a multi-tiered system of support (MTSS) framework.**

28 (D) ~~(C)~~—Train teachers **and school staff** in data analysis and
29 using data to differentiate instruction.

1 (E) ~~(D)~~—Coach and mentor colleagues.

2 (F) ~~(E)~~—Work with teachers to ensure that evidence-based
3 reading ~~programs~~ **curriculum resources** such as comprehensive core
4 reading ~~programs, supplemental~~ **curriculum resources and** reading
5 **intervention** programs ~~, and comprehensive intervention reading~~
6 ~~programs~~ are implemented with fidelity.

7 (G) ~~(F)~~—Train teachers **and school staff** to ~~diagnose~~ **identify**
8 and address reading deficiency.

9 (H) ~~(G)~~—Work with teachers in applying evidence-based reading
10 strategies in other content areas, including, but not limited to,
11 prioritizing time spent on those teachers, activities, and roles
12 that will have the greatest impact on pupil achievement and
13 prioritizing coaching and mentoring in classrooms.

14 (I) ~~(H)~~—Help to increase instructional density to meet the
15 needs of all pupils.

16 (J) ~~(I)~~—Help lead and support reading leadership teams at the
17 school.

18 (K) ~~(J)~~—Continue to increase the ~~early~~ **district-identified**
19 literacy coach's knowledge base in best practices in reading
20 instruction and intervention **that are supported by the research**
21 **requirements consistent with the science of reading.**

22 (L) ~~(K)~~—For each teacher who teaches in a classroom for grades
23 K to 3 **and for each teacher whose classroom includes a pupil with**
24 **an individual reading improvement plan**, model for the teacher, and
25 coach the teacher in, instruction with pupils in whole and small
26 groups.

27 (iii) In the context of performing the functions described in
28 subparagraph (ii), ~~an early~~ **a district-identified** literacy coach
29 must not be asked to perform administrative functions that will

1 confuse the ~~early-district-identified~~ literacy coach's role for
 2 ~~teachers.~~ **a teacher's role.**

3 (iv) ~~An early-District-identified~~ literacy coach ~~coaches~~ must
 4 meet all of the following:

5 (A) Have experience as a successful classroom teacher.

6 (B) Have sufficient knowledge of scientifically based reading
 7 research, special expertise in quality reading instruction and
 8 infusing reading strategies into content area instruction, and data
 9 management skills.

10 (C) Have a strong knowledge base in working with adults.

11 (D) Have a minimum of a bachelor's degree and advanced
 12 coursework in reading or have completed professional development in
 13 evidence-based literacy instructional strategies.

14 **(E) By the beginning of the 2027-2028 school year, meet the**
 15 **professional learning requirements under subsection (7).**

16 (v) ~~An early-A district-identified~~ literacy coach must not be
 17 assigned a regular classroom teaching assignment, but ~~must be is~~
 18 expected to work frequently with pupils in whole and small group
 19 **intervention** instruction ~~or tutoring in the context of~~ **by** modeling
 20 and coaching in or outside of teachers' classrooms.

21 **(c) By the beginning of the 2027-2028 school year, provide**
 22 **technical assistance to school districts, intermediate school**
 23 **districts, and public school academies to aid the school districts,**
 24 **intermediate school districts, and public school academies in**
 25 **reporting information contained in a pupil's individual reading**
 26 **improvement plan.**

27 **(2) Beginning not later than September 1, 2024, the department**
 28 **shall develop dyslexia expertise to provide technical assistance to**
 29 **school districts, intermediate school districts, and public school**

1 academies regarding dyslexia and underlying factors that place
2 pupils at risk for difficulties in learning to decode accurately
3 and efficiently. In consultation with the advisory committee
4 described in section 1280h, the department shall offer expertise
5 under this subsection by providing guidance on at least all of the
6 following:

7 (a) The appropriate selection and use at each grade level of
8 reliable and valid universal screening assessments for the
9 identification of pupils who exhibit characteristics of dyslexia
10 and pupils who display difficulties in learning to decode
11 accurately and efficiently, including those described in subsection
12 (1), to minimize the impact on instructional time.

13 (b) Structured literacy.

14 (c) Evidence-based instructional methods and the features of
15 evidence-based interventions for pupils exhibiting the
16 characteristics of dyslexia or pupils who have difficulties in
17 learning to decode accurately and efficiently that include
18 instructional methods and curriculum resources that use a code
19 emphasis approach to address the decoding and word-recognition
20 components of reading and that are supported by the science of
21 reading. Except as otherwise provided in this section, the
22 instructional methods and curriculum resources described in this
23 subdivision must not include instructional methods or curriculum
24 resources that minimize the importance of primarily using letter-
25 sound information to decode or recognize unknown words, including,
26 but not limited to, any of the uses of letter-sound information
27 described in subsection (24) (c) (iii) (A) to (E).

28 (d) Professional learning about dyslexia to school districts,
29 intermediate school districts, and public school academies.

1 (3) To support the implementation of the requirements under
2 this section, the department, in consultation with the advisory
3 committee described in section 1280h and based on current research,
4 shall regularly review and update the Michigan Dyslexia Handbook or
5 a similar publicly available dyslexia resource guide that includes
6 information regarding the education of pupils with dyslexia or
7 characteristics of dyslexia, to be used by school districts,
8 intermediate school districts, and public school academies. Reviews
9 and updates under this subsection must be conducted at an interval
10 not to exceed 5 years.

11 (4) By not later than January 1, 2026, the department shall
12 provide a list of approved valid and reliable screening and
13 progress monitoring reading assessments for selection and use by
14 school districts and public school academies under subsection (1)
15 and, in addition to meeting applicable requirements under
16 subsection (1), identify, within each approved assessment for
17 selection and use by school districts and public school academies
18 under subsection (1), a list of the elements of a reliable and
19 valid universal screening assessment for the purpose of identifying
20 pupils with characteristics of dyslexia or difficulties in learning
21 to decode accurately and efficiently that are or are not included
22 in the approved assessment.

23 (5) By not later than January 1, 2026, the department shall
24 publish a list of evidence-based reading curricula and materials
25 that are aligned with science of reading methods that research has
26 shown to improve literacy outcomes and help pupils achieve reading
27 proficiency.

28 (6) By not later than August 1, 2027, each school district,
29 intermediate school district, and public school academy shall

1 update its selection of a valid and reliable screening and
2 progress-monitoring reading assessment under subsection (9) to
3 ensure that the selected system includes a reliable and valid
4 universal screening assessment in accordance with subsection (4)
5 and the guidance provided by the department under subsection (2),
6 if it does not do so already. In complying with this subsection, a
7 school district, intermediate school district, or public school
8 academy shall minimize the impact on instructional time by
9 selecting approved assessments that include elements fulfilling
10 multiple assessment requirements as described in subsection (19),
11 or, when appropriate, by adding approved assessment measures or
12 combining compatible approved assessments that, when utilized
13 together, include all of the elements of a reliable and valid
14 universal screening assessment.

15 (7) By not later than the beginning of the 2027-2028 school
16 year, each school district, intermediate school district, and
17 public school academy shall provide assurance to the department
18 that all literacy consultants, literacy coaches, and other
19 personnel providing reading intervention or reading instruction to
20 pre-K to grade 12 pupils in the school district, intermediate
21 school district, or public school academy received professional
22 learning regarding all of the following, as applicable:

23 (a) The characteristics of dyslexia and underlying factors
24 that place pupils at risk for difficulties in learning to decode
25 accurately and efficiently.

26 (b) Secondary consequences of dyslexia, such as problems in
27 reading comprehension and a reduced reading experience that can
28 impede the growth of vocabulary and background knowledge and lead
29 to social, emotional, and behavioral difficulties.

1 (c) Instructional adjustments for pupils with dyslexia and
2 instructional adjustments to address the underlying factors that
3 place pupils at risk for difficulties in learning to decode
4 accurately and efficiently.

5 (d) Methods to develop schoolwide and classroom infrastructure
6 to meet the collective and individual needs of pupils using a
7 multi-tiered system of support (MTSS) framework.

8 (e) Evidence-based instructional methods and features of
9 evidence-based interventions that are grounded in the science of
10 reading and principles of structured literacy that are designed for
11 pupils with characteristics of dyslexia and pupils at risk for
12 difficulties in learning to decode accurately and efficiently.

13 (f) Evidence-based instructional methods and features of
14 evidence-based interventions that are grounded in the science of
15 reading and principles of structured literacy that are designed to
16 effectively meet the needs of most pupils.

17 (8) The completion of a program of study approved under
18 section 1531e fulfills the requirements of subsection (7).

19 (9) ~~(2)~~ Subject to subsection ~~(10)~~, ~~(30)~~, the board of a
20 school district or board of directors of a public school academy
21 shall do all of the following to ensure that more pupils will
22 achieve a score of at least proficient in English language arts on
23 the grade 3 state assessment:

24 (a) Select 1 valid and reliable screening ~~, formative, and 1~~
25 **progress-monitoring reading assessment** and ~~diagnostic reading~~
26 ~~assessment system from the assessment systems~~ **assessments** approved
27 by the department under subsection (1)(a). A school district or
28 public school academy shall use ~~this assessment system~~ **these**
29 **assessments** for pupils in grades K to 3 to screen and ~~diagnose~~

1 **identify** difficulties, inform instruction and intervention needs,
 2 and assess progress toward a growth target. A school district or
 3 public school academy periodically shall assess a pupil's progress
 4 in reading skills at least 3 times per school year in grades K to
 5 3. The first of these assessments for a school year in kindergarten
 6 must be conducted within the first 90 school days of the school
 7 year. The first of these assessments for a school year in grades 1
 8 to 3 must be conducted within the first 30 school days of the
 9 school year. **Beginning in the 2027-2028 school year, screening of**
 10 **pupils in grades K to 3 under this subdivision must meet the**
 11 **requirements in subsections (16), (17), (18), (20), and (21).**

12 (b) Report to CEPI the approved assessments that have been
 13 selected under subdivision (a) and the threshold scores that have
 14 been set to identify pupils as exhibiting reading proficiency or
 15 reading deficiency using each assessment.

16 (c) ~~(b)~~ For any pupil in grades K to 3 who exhibits a reading
 17 deficiency at any time ~~based upon~~ ~~on~~ the reading assessment
 18 ~~system~~ selected and used under subdivision (a) **and for pupils**
 19 **required to have a reading intervention plan under this section,**
 20 provide an individual reading improvement plan for the pupil within
 21 30 days after the identification of the reading deficiency. The
 22 individual reading improvement plan must be created by the pupil's
 23 teacher, school principal, and parent or legal guardian and other
 24 pertinent school personnel, and must describe the reading
 25 intervention services the pupil will receive to remedy the reading
 26 deficiency. A school district or public school academy shall
 27 provide ~~intensive~~ reading intervention for the pupil in accordance
 28 with the individual reading improvement plan until the pupil no
 29 longer has a reading deficiency.

1 **(d)** ~~(e)~~—If a pupil in grades K to 3 is identified as having an
2 early literacy delay or reading deficiency, provide written notice
3 **that meets the requirements in subsection (27)** to the pupil's
4 parent or legal guardian of the delay or reading deficiency in
5 writing and provide tools to assist the parent or legal guardian to
6 engage in intervention and to address or correct any reading
7 deficiency at home.

8 **(e)** ~~(d)~~—Require a school principal or chief administrator to
9 do all of the following:

10 (i) For a teacher in grades K to 3, target specific areas of
11 professional development based on the reading development needs
12 data for incoming pupils.

13 (ii) Differentiate and intensify professional development for
14 teachers based on data gathered by monitoring teacher progress in
15 improving pupil proficiency rates among their pupils.

16 (iii) Establish a collaborative system within the school to
17 improve reading proficiency rates in grades K to 3.

18 (iv) Ensure that time is provided for teachers to meet for
19 professional development.

20 **(f)** ~~(e)~~—Utilize ~~, at least,~~ early literacy coaches provided
21 through the intermediate school district in which the school
22 district or public school academy is located, as provided for under
23 section 35a(4) of the state school aid act of 1979, MCL 388.1635a.
24 However, a public school academy may use ~~an early-a~~ literacy coach
25 provided by the public school academy, at the expense of the public
26 school academy, rather than using ~~an early-a~~ literacy coach
27 provided through an intermediate school district if the ~~early~~
28 literacy coach and the usage of the ~~early~~-literacy coach otherwise
29 meet the requirements of this section.

1 (10) ~~(3)~~ Subject to subsection ~~(10)~~, ~~(30)~~, a school district
 2 or public school academy shall provide reading intervention
 3 ~~programs~~ for pupils in grades K to 3, **pupils in any grade required**
 4 **to have a reading improvement plan under subsection (24), and**
 5 **pupils required to have a reading intervention plan under**
 6 **subsection (25), including at least all of the following, as**
 7 **applicable:**

8 (a) For pupils who exhibit a reading deficiency, a reading
 9 intervention ~~program~~ **using intervention curriculum resources and**
 10 **evidence-based practices aligned to the research requirements**
 11 **consistent with the science of reading** intended to ensure that
 12 pupils are proficient readers by the end of grade 3 and that
 13 includes some or all of the following features:

14 (i) Is provided to each pupil ~~in grades K to 3~~ who is
 15 identified with a reading deficiency based on screening and
 16 ~~diagnostic tools~~, **other assessments that are used to identify the**
 17 **source of the reading difficulty**, and identifies and addresses the
 18 pupil's reading deficiency.

19 (ii) Periodically screens ~~and monitors the progress of each~~
 20 pupil's reading skills ~~—~~ at least 3 times per year **and monitors the**
 21 **progress of each pupil's reading skills as recommended by the**
 22 **progress-monitoring assessment guidelines provided under subsection**
 23 **(2).**

24 (iii) Provides evidence-based ~~core~~ **tier 1 class-wide** reading
 25 instruction that is comprehensive and meets the majority of the
 26 general education classroom needs.

27 (iv) Provides reading intervention that meets, at a minimum,
 28 the following specifications:

29 (A) Assists pupils exhibiting a reading deficiency in

1 developing the ability to read at grade level.

2 (B) Provides intensive development in ~~the 5 major reading~~
3 ~~components:~~ **evidence-based reading instructional practices,**
4 **including, but not limited to,** phonemic awareness, phonics,
5 fluency, vocabulary, ~~and~~ comprehension, **and other skills or**
6 **processes consistent with structured literacy.**

7 (C) Provides extensive explicit instruction consistent with
8 structured literacy in decoding, word recognition, spelling,
9 writing, and language comprehension skills, including vocabulary,
10 morphology, and syntax, and processes for skillful reading.

11 (D) ~~(C)~~ Is systematic, ~~and~~ explicit. ~~, multisensory, and~~
12 ~~sequential.~~

13 (E) ~~(D)~~ Is implemented during regular school hours in addition
14 to regular classroom reading instruction.

15 (v) Provides parents, legal guardians, or other providers of
16 care for the pupil with a read-at-home plan, including parent,
17 guardian, or care provider training workshops and regular home
18 reading.

19 (vi) Documents efforts by the pupil's school to engage the
20 pupil's parent or legal guardian and whether ~~or not~~ those efforts
21 were successful.

22 (vii) Documents any dissenting opinions expressed by school
23 personnel or a parent or legal guardian concerning the individual
24 reading improvement plan provided for the pupil under subsection
25 ~~(2)(b)~~. **(9)(c)**.

26 (b) For grade 3 pupils exhibiting a reading deficiency as
27 determined by the pupil's teacher through the ~~diagnostic reading~~
28 **screening** assessment ~~system~~ **and other assessments** selected by the
29 school district or public school academy under subsection ~~(2)(a)~~,

1 (9) (a) and for pupils in grades K to 12 who are receiving
2 increasingly intensive tier 2 and tier 3 support as described in
3 subsection (24) (g), a reading intervention program intended to
4 correct the identified area or areas of reading deficiency and that
5 includes all of the following features as needed by the individual
6 pupil:

7 (i) Is evidence-based, **is consistent with structured literacy**,
8 and has proven results in accelerating pupil reading achievement
9 within the same school year.

10 (ii) Provides more dedicated time than the pupil's previous
11 school year in evidence-based reading instruction and intervention.

12 (iii) Provides daily targeted small group or 1-to-1 reading
13 intervention based on pupil needs as determined by assessment data,
14 including explicit and systematic instruction with more detailed
15 and varied explanations, **modeling and examples, and** more extensive
16 opportunities for guided practice ~~, and more opportunities for~~
17 **incorporating** error correction and feedback **for pupils to develop**
18 **mastery.**

19 (iv) Provides administration of ongoing progress monitoring
20 assessments to frequently monitor pupil progress.

21 (v) **Provides a written description of the pupil's individual**
22 **reading intervention program in the pupil's individual reading**
23 **improvement plan, including at least all of the following:**

24 (A) **Quarterly and annual learning goals that describe how and**
25 **when the pupil is expected to progress from the pupil's current**
26 **reading proficiency level to grade level proficiency.**

27 (B) **The name, if any, type, content, frequency, and duration**
28 **of evidence-based interventions, curriculum resources, and**
29 **assessments that will be utilized, and the extent to which these**

1 conform to best practices identified by the department for
2 addressing the pupil's specific identified reading difficulties.

3 (C) A summary of why the intervention resources and evidence-
4 based practices selected for the pupil's individual reading
5 intervention are best suited to address the pupil's particular
6 needs.

7 (D) A description of the assessment data and the pupil's
8 assessment scores that will be used to monitor the pupil's progress
9 under subparagraph (iv) and adaptations to the intervention
10 instruction that will be provided based on feedback from the
11 assessments.

12 (E) Information about adjustments that may be made to
13 intensify the intervention instruction as needed.

14 (F) The pupil's unique identifier.

15 (G) A date by which the pupil's teacher, school principal,
16 parent or legal guardian, and other appropriate school staff shall
17 annually review and update the pupil's individual reading
18 improvement plan, including reviewing if the learning goals have
19 been met or when the learning goals will be met.

20 (vi) Is administered with fidelity.

21 (vii) ~~(v)~~—Provides supplemental evidence-based reading
22 intervention delivered by a teacher, tutor, or volunteer with
23 specialized reading training that is provided before school, after
24 school, during school hours but outside of regular English language
25 arts classroom time, or any combination of these.

26 (viii) ~~(vi)~~—Provides parents, legal guardians, or other providers
27 of care for a pupil with a read-at-home plan, including parent,
28 guardian, or care provider training workshops and regular home
29 reading.

1 **(ix)** ~~(vii)~~ Documents efforts by the pupil's school to engage the
 2 pupil's parent or legal guardian and whether ~~or not~~ those efforts
 3 were successful.

4 **(x)** ~~(viii)~~ Documents any dissenting opinions expressed by school
 5 personnel or a parent or legal guardian concerning the individual
 6 reading improvement plan provided for the pupil under subsection
 7 ~~(2)(b)~~. **(9)(c)**.

8 (c) Subject to subsection ~~(11)~~, **(31)**, for pupils ~~identified as~~
 9 **who are** English language learners by the pupil's teacher or by the
 10 diagnostic reading assessment selected by the school district or
 11 public school academy under subsection ~~(2)(a)~~, **and who have been**
 12 **identified as demonstrating characteristics of dyslexia or**
 13 **difficulty decoding by an appropriate screening assessment**
 14 **administered under subsection (21) or (22) that is consistent with**
 15 **department guidance provided under subsection (2) to distinguish**
 16 **characteristics of dyslexia from limited English proficiency,**
 17 intervention services that include at least all of the following:

18 ~~(i) Ongoing assessments that provide actionable data for~~
 19 ~~teachers to use in interventions.~~

20 ~~(ii) Instruction in academic vocabulary.~~

21 ~~(iii) Instruction in the 5 major reading components listed in~~
 22 ~~subdivision (a)(iv)(B).~~

23 ~~(iv) Common English language development strategies such as~~
 24 ~~modeling, guided practice, and comprehensive input.~~

25 **(i) Language support in word recognition and decoding.**

26 **(ii) Language comprehension skills to support expanding**
 27 **vocabulary and understanding text.**

28 **(iii) Intentional English language development that includes,**
 29 **but is not limited to, using only the words and text to teach**

1 **decoding and word recognition.**

2 **(iv) Instruction meeting the criteria listed in subdivision**
 3 **(a) (iv) .**

4 **(11)** ~~(4)~~ For all pupils exhibiting a reading deficiency as
 5 determined by the pupil's teacher through the ~~diagnostic~~ reading
 6 assessment ~~system~~ selected by the school district or public school
 7 academy under subsection ~~(2) (a)~~, **(9) (a)**, school districts and
 8 public school academies are encouraged to offer summer reading
 9 camps staffed with effective teachers of reading, as determined by
 10 the teacher evaluation system under section 1249, providing reading
 11 intervention services and supports to correct pupils' identified
 12 areas of reading deficiency.

13 **(12)** ~~(5) After the department finalizes the scoring for the~~
 14 ~~grade 3 state assessments,~~ **By not later than October 15 of each**
 15 **year,** the department shall provide CEPI with the grade 3 state
 16 assessment scores for every grade 3 pupil enrolled in a public
 17 school in this state who was administered 1 or more of those
 18 assessments.

19 **(13)** ~~(6) After~~ **By not later than 14 days after** CEPI receives
 20 the grade 3 state assessment results from the department under
 21 subsection ~~(5)~~, **(12)**, using those state assessment results, CEPI
 22 shall identify each pupil completing grade 3 that year who ~~has a~~
 23 ~~reading deficiency~~ **achieves a reading score that is 1 grade level**
 24 **or more behind as determined by the department based on the grade 3**
 25 **state English language arts assessment and each pupil who is 9**
 26 **years of age or younger seeking to enroll for the first time in a**
 27 **school district or public school academy in grade 4 and who**
 28 **achieves a reading score that is less than a grade 3 level as**
 29 **determined by the department based on the reading portion of the**

1 **grade 3 state English language arts assessment** and shall notify the
 2 parent or legal guardian and the school district or public school
 3 academy of each of these pupils that the pupil ~~has a reading~~
 4 ~~deficiency; shall include an explanation in the notification~~
 5 ~~concerning what constitutes a reading deficiency; and shall~~
 6 ~~include, in the notification, information concerning interventions~~
 7 ~~that are available to the pupil to address the pupil's reading~~
 8 ~~deficiency.~~ **has scored 1 grade level or more behind in reading**
 9 **based on the state English language arts assessment and that the**
 10 **school is required to provide the pupil with the supports described**
 11 **in subsection (14).** A school district or public school academy may
 12 also make its own notification to a parent or guardian in addition
 13 to the notification by CEPI. **The notification by CEPI to a parent**
 14 **or legal guardian must be by certified mail and must clearly state**
 15 **all of the supports and interventions required to be made available**
 16 **to the pupil under the laws of this state. The notification by CEPI**
 17 **must indicate that the parent or legal guardian has the right to**
 18 **request a meeting with school officials to discuss supports and**
 19 **interventions.**

20 (14) ~~(7)~~ Except as otherwise provided in this section, for a
 21 ~~grade 3~~ pupil who has a reading deficiency based on the ~~grade 3~~
 22 ~~state English language arts assessment,~~ **screening assessment,** the
 23 school district or public school academy shall provide ~~, only~~
 24 ~~through grade 4,~~ a reading intervention ~~program~~ that is intended to
 25 correct the pupil's specific reading deficiency, as identified by a
 26 valid and reliable assessment. ~~This program~~ **The intervention** must
 27 include ~~effective~~ **evidence-based** instructional strategies ~~necessary~~
 28 **that are aligned to the research requirements consistent with the**
 29 **science of reading** to assist the pupil in becoming a successful

1 reader. ~~and all of the following features, as appropriate for the~~
2 ~~needs of the individual pupil:~~

3 ~~(a) Assigning to a pupil 1 or more of the following:~~

4 ~~(i) An effective teacher of reading as determined by the~~
5 ~~teacher evaluation system under section 1249.~~

6 ~~(ii) The highest evaluated grade 3 teacher in the school as~~
7 ~~determined by the teacher evaluation system under section 1249.~~

8 ~~(iii) A reading specialist.~~

9 ~~(b) Reading programs that are evidence-based and have proven~~
10 ~~results in accelerating pupil reading achievement within the same~~
11 ~~school year.~~

12 ~~(c) Reading instruction and intervention for the majority of~~
13 ~~pupil contact time each day that incorporates opportunities to~~
14 ~~master the grade 4 state standards in other core academic areas, if~~
15 ~~applicable.~~

16 ~~(d) Daily targeted small group or 1-to-1 reading intervention~~
17 ~~that is based on pupil needs, determined by assessment data, and on~~
18 ~~identified reading deficiencies and that includes explicit and~~
19 ~~systematic instruction with more detailed and varied explanations,~~
20 ~~more extensive opportunities for guided practice, and more~~
21 ~~opportunities for error correction and feedback.~~

22 ~~(e) Administration of ongoing progress monitoring assessments~~
23 ~~to frequently monitor pupil progress toward a growth target.~~

24 ~~(f) Supplemental evidence-based reading intervention delivered~~
25 ~~by a teacher or tutor with specialized reading training that is~~
26 ~~provided before school, after school, during regular school hours~~
27 ~~but outside of regular English language arts classroom time, or any~~
28 ~~combination of these.~~

29 ~~(g) Providing parents, legal guardians, or other providers of~~

1 ~~care for the pupil with a read-at-home plan, including parent,~~
2 ~~guardian, or care provider training workshops and regular home~~
3 ~~reading.~~

4 ~~(8) For a pupil or child described in subsection (7) who has a~~
5 ~~reading deficiency at the end of grade 4, the school district or~~
6 ~~public school academy shall provide intensive reading intervention~~
7 ~~beyond grade 4 to the pupil, in a manner determined by the school~~
8 ~~district or public school academy, until the pupil no longer has a~~
9 ~~reading deficiency.~~

10 (15) A school district or public school academy shall provide
11 a copy of each pupil's individual reading improvement plan to the
12 school district's intermediate school district or the intermediate
13 school district that has geographic boundaries that include the
14 area in which the public school academy is located. The
15 intermediate school district shall collate the information received
16 under this subsection and provide it to the department each school
17 year.

18 (16) By not later than the beginning of the 2027-2028 school
19 year, and each school year thereafter, subject to subsections (18)
20 and (21), the board of a school district or intermediate school
21 district or board of directors of a public school academy shall
22 ensure that each pupil described in this subsection is screened for
23 characteristics of dyslexia and difficulties in learning to decode
24 accurately and efficiently using a reliable and valid universal
25 screening assessment. All of the following pupils enrolled in the
26 school district, intermediate school district, or public school
27 academy must be screened as described under this subsection:

28 (a) Each pupil during kindergarten, grade 1, grade 2, and
29 grade 3.

1 (b) Each pupil who is in kindergarten, grade 1, grade 2, or
2 grade 3 who transferred to the school district, intermediate school
3 district, or public school academy from another school district,
4 intermediate school district, or public school academy in this
5 state and who has not been screened for characteristics of dyslexia
6 and difficulties in learning to decode accurately and efficiently
7 using a reliable and valid universal screening assessment.

8 (c) Each pupil who is in kindergarten, grade 1, grade 2, or
9 grade 3 who has transferred to the school district, intermediate
10 school district, or public school academy from a school that is not
11 located in this state, unless the pupil presents written
12 documentation to the school district, intermediate school district,
13 or public school academy showing that the pupil was subject to a
14 reliable and valid universal screening assessment.

15 (d) Each pupil who is in any of grades 4 to 12 who, as
16 determined by that pupil's teacher, educational-support staff, or
17 the pupil's parent or legal guardian, demonstrates any of the
18 following:

19 (i) Escape or avoidance behaviors when asked to engage in
20 reading or writing activities.

21 (ii) Effortful or laborious reading.

22 (iii) Reading-comprehension difficulties caused by inaccurate or
23 inefficient word reading.

24 (iv) Significant spelling or encoding difficulties not caused
25 by fine-motor or visual-motor difficulties.

26 (v) Low performance on school-district-, intermediate-school-
27 district-, or public-school-academy-approved English language arts
28 standards.

29 (vi) Low performance on school-district-, intermediate-school-

1 district-, or public-school-academy-approved standardized
2 assessments.

3 (vii) Reading deficiency.

4 (17) A school district, intermediate school district, or
5 public school academy shall screen pupils under subsection (16)
6 with fidelity.

7 (18) Pupils required to be screened under subsection (16) (a)
8 must be screened, as described in subsection (16), no fewer than 3
9 times during a school year. Pupils required to be screened under
10 subsection (16) (b) or (c) must be screened within 90 days of
11 enrollment and thereafter on the same screening schedule as other
12 pupils in the same grade level.

13 (19) If the department determines that a benchmark assessment
14 or a valid and reliable screening and progress-monitoring reading
15 assessment suite selected by the board of a school district or the
16 board of directors of a public school academy under subsection (9)
17 includes a reliable and valid universal screening assessment, that
18 assessment or assessment system selected under subsection (9) may
19 be utilized to meet the requirement under subsection (16).

20 (20) Beginning with the 2027-2028 school year, for a pupil
21 described in subsection (16) (d), the school district, intermediate
22 school district, or public school academy in which the pupil is
23 enrolled shall ensure that additional assessment data is gathered,
24 including the pupil's historical results on reliable and valid
25 universal screening assessments as available, and shall review this
26 data with the pupil's teacher and school staff to inform the
27 frequency of screening assessments that should be administered to
28 the pupil to avoid unnecessary assessment while effectively
29 assessing whether the pupil demonstrates characteristics of

1 dyslexia, difficulties in learning to decode, or difficulties with
2 word reading that may require an intervention placement for the
3 pupil based on the guidance provided by the department under
4 subsection (2).

5 (21) Beginning in the 2027-2028 school year, except as
6 otherwise provided in this subsection, a pupil who is an English
7 language learner and who has been assessed at an entering level or
8 beginning level of English language proficiency on a state-required
9 language proficiency assessment, or at a comparable level in
10 accordance with department guidance under subsection (2), is not
11 required to be screened for characteristics of dyslexia and
12 difficulties in learning to decode under subsection (16). However,
13 the pupil is required to be screened for characteristics of
14 dyslexia and difficulties in learning to decode under subsection
15 (16) if, in accordance with the department guidance under
16 subsection (2), school staff determine that the pupil appears to
17 demonstrate characteristics of dyslexia that are not due to
18 language transference or limited English proficiency.

19 (22) Beginning in the 2027-2028 school year, a pupil who is an
20 English language learner and who has been assessed at a developing
21 level or higher on a state-required language proficiency
22 assessment, or at a comparable level in accordance with department
23 guidance under subsection (2), must be screened for characteristics
24 of dyslexia and difficulty decoding as appropriate for the pupil's
25 grade level under subsection (16), and, as appropriate and
26 consistent with department guidance, the pupil's screening must
27 include spelling skills, phonemic awareness in the pupil's native
28 language, and oral reading fluency in the pupil's native language.

29 (23) Beginning with the 2027-2028 school year, school

1 districts, intermediate school districts, and public school
2 academies shall ensure that reading instruction is evidence-based,
3 with a focus on pupils' mastery of the foundational reading skills
4 of phonemic awareness, phonics, fluency, and the development of
5 other reading skills, including, but not limited to, development of
6 oral language, vocabulary, and reading comprehension. Pupils must
7 be provided instruction aligned with science of reading methods
8 that research shows improve literacy outcomes and help pupils
9 achieve reading proficiency.

10 (24) Beginning with the 2027-2028 school year, if a reliable
11 and valid universal screening assessment indicates that a pupil is
12 exhibiting characteristics of dyslexia or indicates that the pupil
13 is experiencing difficulty in learning to decode accurately and
14 efficiently, the school district, intermediate school district, or
15 public school academy in which the pupil is enrolled shall ensure
16 that a tiered delivery system is provided to the pupil, including,
17 but not limited to, decoding and word recognition instruction in
18 the tiered delivery system. Beginning with the 2027-2028 school
19 year, if a reliable and valid universal screening assessment
20 indicates that a pupil is exhibiting characteristics of dyslexia or
21 indicates that the pupil is experiencing difficulty in learning to
22 decode accurately and efficiently, a reading intervention program
23 provided under this section must be part of a multi-tiered system
24 of support (MTSS) framework. The multi-tiered system of support
25 (MTSS) framework described in this subsection must meet all of the
26 following:

27 (a) Be a comprehensive framework composed of a collection of
28 evidence-based strategies designed to meet the individual needs and
29 assets of the whole pupil at all achievement levels.

1 (b) Include multiple distinct tiers of instructional support.

2 (c) Tier 1 support of the distinct tiers of instructional
3 support described in subdivision (b) must, at a minimum, meet all
4 of the following:

5 (i) Encompass a combination of evidence-based strategies that
6 are available to all learners.

7 (ii) Effectively meet the needs of most pupils.

8 (iii) For the instructional methods and curriculum resources
9 under this tier used to address the decoding and word-recognition
10 components of reading, use a code emphasis instructional approach
11 and be supported by the science of reading. Except as otherwise
12 provided in this section, the instructional methods and curriculum
13 resources described in this subparagraph must not include
14 instructional methods or curriculum resources that minimize the
15 importance of primarily using letter-sound information to decode or
16 recognize unknown words, including, but not limited to, any of the
17 following:

18 (A) Prompting pupils to guess unknown words using pictures and
19 illustrations.

20 (B) Skipping over an unknown word or words to use the meaning
21 of the passage to recognize the unknown word or words.

22 (C) Identifying only the first sound of an unknown word and
23 then being prompted to guess the word using the word's initial
24 sound and the meaning of the text surrounding the word.

25 (D) Memorizing a word in its written form.

26 (E) Using predictable text and leveled text to provide initial
27 word recognition instruction and practice in reading new learned
28 letter-sound correspondences.

29 (d) Tier 2 support of the 3 distinct tiers of instructional

1 support described in subdivision (b) must be provided to small
2 groups of pupils to whom at least 1 of the following applies:

3 (i) Screening-assessment data indicate a need for intervention
4 to address difficulties in learning to decode and recognizing words
5 accurately and efficiently.

6 (ii) Tier 1 instructional data indicate a need for intervention
7 to address difficulties in learning to decode and recognizing
8 words.

9 (e) Provide that tier 2 support, as described in subdivision
10 (d), must include instructional methods and curriculum resources
11 that use a code emphasis approach to address the decoding and word-
12 recognition components of reading and that are supported by the
13 science of reading. The instructional methods and curriculum
14 resources described in this subdivision must include, but are not
15 limited to, specialized instructional procedures, duration, and
16 frequency. However, these methods and resources must not include
17 instructional methods that minimize the importance of primarily
18 using letter-sound information to decode or recognize unknown
19 words, including, but not limited to, any of the uses of letter-
20 sound information described in subdivision (c) (iii) (A) to (E).

21 (f) Provide that pupils receiving intervention consisting of
22 tier 2 support, as described in subdivision (d), must have their
23 progress monitored by the individuals providing the intervention
24 instruction using appropriate assessments to determine the pupils'
25 response to intervention instruction.

26 (g) Provide that, if pupils who are receiving intervention at
27 the tier 2 level of support as described in this subsection are not
28 making measurable progress in response to reading intervention at a
29 rate that will result in meaningful improvements in performance,

1 intensive tier 3 support must be provided to the pupil using
2 evidence-based instructional adaptations that must be documented in
3 the pupil's individual reading improvement plan. If the pupil is
4 determined to have a specific learning disability in reading, these
5 interventions may be provided through the student's individualized
6 education plan.

7 (h) Provide that a pupil described in subdivision (g) has a
8 current individual reading intervention plan meeting the
9 requirements of subsection (10) (b).

10 (i) Provide that, for the purposes of subdivision (g), an
11 intervention response team at the school district, intermediate
12 school district, or public school academy in which a pupil
13 described in subdivision (g) is enrolled shall refine the pupil's
14 individual reading improvement plan with the teacher providing the
15 intervention instruction to the pupil under subdivision (g) to
16 meaningfully accelerate reading outcomes.

17 (j) Provide that, if a pupil's response to the intervention
18 instruction described in subdivisions (a) to (g) or subsection (10)
19 is insufficient for accelerating reading outcomes after repeated
20 attempts to adapt and intensify the instruction, subject to state
21 and federal laws concerning special education, the school district,
22 intermediate school district, or public school academy must
23 consider the need for a full and comprehensive evaluation to
24 determine eligibility for special education services.

25 (25) Beginning with the 2027-2028 school year, if a reliable
26 and valid universal screening assessment indicates the need for
27 intervention, to the extent that the school district, intermediate
28 school district, or public school academy is not already providing
29 the pupil with the evidence-based intervention services described

1 in subsections (10) and (24), the school district, intermediate
2 school district, or public school academy in which the pupil is
3 enrolled shall provide the pupil with evidence-based intervention
4 services that are grounded in the science of reading and the
5 principles of structured literacy approaches or programs.

6 (26) If it is determined by the school district, intermediate
7 school district, or public school academy in which the pupil is
8 enrolled that a pupil has functional difficulties due to
9 characteristics of dyslexia or underlying factors that place pupils
10 at risk for difficulties in learning to decode accurately and
11 efficiently, the board of the school district or intermediate
12 school district or board of directors of the public school academy
13 in which the pupil is enrolled shall ensure that the necessary
14 accommodations or equipment are provided to the pupil as required
15 under section 504 of title V of the rehabilitation act of 1973, 29
16 USC 794, and title II of the Americans with disabilities act of
17 1990, 42 USC 12131 to 12165.

18 (27) Beginning with the 2027-2028 school year, if it is
19 determined by the pupil's school district, intermediate school
20 district, or public school academy that the pupil needs tier 2
21 support as described in subsection (24) (d) or the pupil is required
22 to be given an individual reading intervention plan under this
23 section, by not later than 30 days after either of those occurs, to
24 the extent that a notification described in this subsection was not
25 sent to the pupil's parent or legal guardian under subsection
26 (9) (d), the board of the school district or intermediate school
27 district or board of directors of the public school academy in
28 which the pupil is enrolled shall ensure that the pupil's parent or
29 legal guardian is sent a written notification that meets all of the

1 following:

2 (a) Includes information from any screening assessment
3 relating to the pupil's reading development with specific
4 information about indicators that suggest, as applicable, that the
5 pupil may struggle with decoding and word recognition.

6 (b) Includes information concerning evidence-based
7 instructional practices to be provided by school personnel that are
8 grounded in the science of reading and the principles of structured
9 literacy that are designed for pupils exhibiting the
10 characteristics of dyslexia or difficulties in learning to decode
11 accurately and efficiently.

12 (c) Includes information concerning instructional adjustments
13 for pupils exhibiting difficulties in learning to decode accurately
14 and efficiently.

15 (d) Includes information describing the multi-tiered system of
16 support (MTSS) framework described in subsection (24).

17 (e) Is written in the language primarily used in the pupil's
18 household if that language is primarily used by 3% or more of
19 households with pupils enrolled in the district, intermediate
20 school district, or public school academy, and, if practicable, in
21 any other primary language regardless of prevalence.

22 (28) If the parent or legal guardian of a pupil has an
23 independent, comprehensive evaluation conducted for dyslexia or
24 other learning disabilities, the board of the school district or
25 intermediate school district or board of directors of the public
26 school academy in which the pupil is enrolled shall ensure that any
27 applicable requirements under the individuals with disabilities
28 education act, Public Law 108-446, are fulfilled.

29 (29) ~~(9)~~—If a school district or public school academy cannot

1 furnish the number of teachers needed to satisfy 1 or more of the
 2 criteria set forth in this section for a school year, then by the
 3 August 15 before the beginning of that school year the school
 4 district or public school academy shall develop a staffing plan for
 5 providing services under this section. The school district or
 6 public school academy shall post the staffing plan on its website
 7 for the applicable school year. The staffing plan must include at
 8 least all of the following:

9 (a) A description of the criteria that will be used to assign
 10 a pupil who has been identified as not proficient in English
 11 language arts to a teacher.

12 (b) The credentials or training held by teachers currently
 13 teaching at the school.

14 (c) How the school district or public school academy will meet
 15 the requirements under this section.

16 **(30)** ~~(10)~~—This section does not require or state an intention
 17 to require a school district or public school academy to supplant
 18 state funds with federal funds for implementing or supporting the
 19 activities under this section and does not prohibit a school
 20 district or public school academy from continuing to use federal
 21 funds for any of the purposes or activities described in this
 22 section.

23 **(31)** ~~(11)~~—For pupils identified as English language learners
 24 by the pupil's teacher **or other school staff** or by ~~the diagnostic~~
 25 ~~reading assessment selected by the school district or public school~~
 26 ~~academy under subsection (2) (a),~~ **a state-required language**
 27 **proficiency assessment**, if available staff resources allow, a
 28 school district or public school academy is encouraged to provide
 29 the following intervention services in addition to those required

1 under subsection ~~(3)(e)~~ **(10)(c)** :

2 (a) Instruction in the pupil's native language, with
3 withdrawal of that instruction as appropriate as the pupil improves
4 the pupil's English language skills. A school district or public
5 school academy is encouraged to provide this support for at least
6 pupils whose native language is Spanish, Chinese, Hindi, Korean, or
7 Arabic.

8 (b) Opportunities for speech production.

9 (c) Common English language development strategies such as
10 modeling, guided practice, and comprehensive input.

11 (d) Feedback for the pupil, including explanations in the
12 pupil's native language.

13 **(32) An individual who is not a district-identified literacy**
14 **coach may be utilized to meet the requirements under subsection**
15 **(1)(b)(i) and (ii) if that individual meets the requirements that a**
16 **district-identified literacy coach must meet under subsection**
17 **(1)(b)(iv) .**

18 **(33) The instructional methods and curriculum resources**
19 **described in subsection (24)(c)(iii)(A) to (E) may be used, as**
20 **appropriate, for purposes other than addressing decoding and word-**
21 **recognition components of reading and for any purpose to comply**
22 **with section 504 of title V of the rehabilitation act of 1973, 29**
23 **USC 794, or title II of the Americans with disabilities act of**
24 **1990, 42 USC 12131 to 12165.**

25 **(34) ~~(12)~~—As used in this section:**

26 **(a) "Benchmark assessment" means an assessment administered**
27 **periodically throughout a school year and used for 1 or more of the**
28 **following purposes:**

29 **(i) To predict and identify learner readiness for success on a**

1 later summative assessment.

2 (ii) To evaluate ongoing education programs and interventions.

3 (iii) To provide teachers with individual learners' performance
4 data to inform instruction.

5 (b) ~~(a)~~—"CEPI" means the center for educational performance
6 and information created under section 94a of the state school aid
7 act of 1979, MCL 388.1694a.

8 (c) "Cloze reading procedure" means an objective reading
9 assessment that deletes words in a designed reading passage.

10 (d) "Code emphasis" means direct, explicit instruction on the
11 code system of written English at the sound, syllable, morpheme,
12 and word level so pupils develop automaticity in accurate sound-
13 symbol associations used for word recognition and for developing a
14 robust sight-word vocabulary.

15 (e) "Cumulative" means the practice of basing new concepts on
16 those previously learned and maximizing retention of concepts
17 through regular, systematic review to gain automaticity and
18 fluency.

19 (f) "Diagnostic instruction" means continuous assessment and
20 individualization of instruction to meet each pupil's instructional
21 needs.

22 (g) "Dyslexia" means both of the following:

23 (i) A specific learning disorder that is neurobiological in
24 origin and characterized by difficulties with accurate or fluent
25 word recognition and by poor spelling and decoding abilities that
26 typically result from a deficit in the phonological component of
27 language that is often unexpected in relation to other cognitive
28 abilities and the provision of effective classroom instruction.

29 (ii) A specific learning disorder that may include secondary

1 consequences, such as problems in reading comprehension and a
2 reduced reading experience that can impede the growth of
3 vocabulary.

4 (h) ~~(b)~~—"Evidence-based" means ~~based in research and with~~
5 ~~proven efficacy.~~ an activity, program, process, service, strategy,
6 or intervention that demonstrates statistically significant effects
7 on improving pupil outcomes or other relevant outcomes and that
8 meets at least both of the following:

9 (i) At least 1 of the following:

10 (A) Is based on strong evidence from at least 1 well-designed
11 and well-implemented experimental study.

12 (B) Is based on moderate evidence from at least 1 well-
13 designed and well-implemented quasi-experimental study.

14 (C) Is based on promising evidence from at least 1 well-
15 designed and well-implemented correlational study with statistical
16 controls for selection bias.

17 (D) Demonstrates a rationale based on high-quality research
18 findings or positive evaluation that the activity, program,
19 process, service, strategy, or intervention is likely to improve
20 pupil outcomes or other relevant outcomes.

21 (ii) Includes ongoing efforts to examine the effects of the
22 activity, program, process, service, strategy, or intervention.

23 (i) "Explicit" means direct and deliberate instruction through
24 continuous pupil-teacher interaction that includes explanation,
25 teacher modeling or example, and multiple opportunities to practice
26 with feedback for students to develop mastery.

27 (j) "Fidelity" means the extent to which an assessment or
28 intervention is implemented as it was designed.

29 (k) "Intervention response team" means a group of individuals

1 with expertise in assessments, literacy, working with English
2 language learners, working with pupils with disabilities, and
3 behavioral efforts who develop individualized plans to support
4 pupils with significant and persistent needs. An intervention
5 response team must include at least 1 certificated teacher who has
6 English as a second language or bilingual education as an
7 endorsement on the teacher's certificate.

8 (l) "Leveled text" means text that has characteristics of
9 predictable text and text focused on teaching high-frequency words
10 without regard to sound-symbol associations. Leveled texts are
11 assigned a level based on a difficulty scale according to print
12 features, content, themes, ideas, text structure, language, and
13 literary elements. Leveled text does not provide pupils
14 opportunities to apply newly learned phonological and orthographic
15 knowledge.

16 (m) "Multi-tiered system of support (MTSS)" means a
17 comprehensive framework that includes distinct tiers of
18 instructional support and is composed of a collection of evidence-
19 based strategies designed to meet the individual needs and assets
20 of a whole pupil at all achievement levels.

21 (n) "Phonemic awareness" means the conscious awareness of all
22 of the following:

23 (i) Individual speech sounds, including, but not limited to,
24 consonants and vowels, in spoken syllables.

25 (ii) The ability to consciously manipulate through, including,
26 but not limited to, matching, blending, segmenting, deleting, or
27 substituting, individual speech sounds described in subparagraph

28 (i) .

29 (iii) All levels of the speech sound system, including, but not

1 limited to, word boundaries, rhyme recognition, stress patterns,
2 syllables, onset-rime units, and phonemes.

3 (o) "Predictable text" means text that replicates language
4 patterns using rhythm and rhyme to teach pupils phrasing and
5 cadence.

6 (p) "Progress-monitoring assessment" means an assessment used
7 after a pupil is identified and matched with intervention support
8 to determine if the pupil continues to need intervention, if
9 supports need to be modified or changed, or if supports can be
10 faded.

11 (q) ~~(e)~~—"Reading deficiency" means scoring below grade level
12 or being determined to be at risk of ~~reading failure~~ **not meeting**
13 **grade-level reading expectations** based on a screening assessment,
14 ~~diagnostic assessment,~~ standardized summative assessment, or
15 progress monitoring.

16 (r) ~~(d)~~—"Reading leadership team" means a collaborative system
17 led by a school building's principal or program director and
18 consisting of a cross-section of faculty who are interested in
19 working to improve literacy instruction across the curriculum.

20 (s) "Reliable" means something that is based on the
21 consistency of a set of scores that are designed to measure the
22 same thing.

23 (t) "Science of reading" means a cumulative and evolving body
24 of evidence whose research studies follow a scientific process of
25 inquiry and utilize scientific methods to help answer questions
26 related to reading development and issues related to reading and
27 writing derived from research from multiple fields of cognitive
28 psychology, communication sciences, developmental psychology,
29 education, special education, implementation science, linguistics,

1 and neuroscience.

2 (u) "Screening assessment" means an assessment designed to
3 proactively identify pupils who may be at risk of developing
4 academic, social, emotional, or behavioral challenges so that
5 support can be provided and to provide data to inform systems-level
6 decisions. All of the following apply to a screening assessment:

7 (i) A screening assessment must include, as appropriate for
8 grade level or age as determined by the department, in alignment
9 with the guidelines described in subsections (2) and (4), elements
10 designed to identify difficulties in learning to decode and
11 recognize words, including at least all of the following:

- 12 (A) Phonemic awareness.
- 13 (B) Rapid automatized naming.
- 14 (C) Letter-sound correspondence.
- 15 (D) Single-word reading.
- 16 (E) Nonsense-word reading.
- 17 (F) Oral passage reading fluency.

18 (ii) A screening assessment may include, as appropriate for
19 grade level or age as determined by the department, in alignment
20 with the guidelines described in subsections (2) and (4), elements
21 designed to identify comprehension difficulties, including at least
22 all of the following:

- 23 (A) Retelling.
- 24 (B) Cloze reading procedure.
- 25 (C) Answering questions about a reading passage.

26 (v) "Standardized assessment" means an assessment that is
27 administered and scored in a consistent or standard manner.

28 (w) "Structured literacy" means systematic, direct, explicit,
29 cumulative, and diagnostic instruction that integrates listening,

1 speaking, reading, and writing and emphasizes the structure of
2 language across the speech sound system (phonology); the writing
3 system (orthography); the structure of sentences (syntax); the
4 meaningful parts of words (morphology); the meaning of words,
5 phrases, sentences, and text (semantics); and the processing of
6 oral and written discourse.

7 (x) "Systematic" means following the logical order of language
8 and moving from the most basic concepts to the more advanced.

9 (y) "Valid" means the degree to which a method assesses what
10 it claims or intends to assess.

11 Enacting section 1. This amendatory act does not take effect
12 unless all of the following bills of the 102nd Legislature are
13 enacted into law:

14 (a) Senate Bill No. 568.

15 (b) House Bill No. 5098.