

HOUSE BILL No. 4822

August 18, 2015, Introduced by Reps. Price, Kelly, Zemke, Crawford, Yonker, Franz, Garcia, Santana, Lyons, Poleski, Cox, Runestad, Chatfield, Callton, Tedder, Greimel and Schor and referred to the Committee on Education.

A bill to amend 1976 PA 451, entitled
"The revised school code,"
(MCL 380.1 to 380.1852) by adding section 1280f.

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 3 OR MORE VALID AND RELIABLE SCREENING, FORMATIVE,**
6 **AND DIAGNOSTIC READING ASSESSMENT SYSTEMS FOR SELECTION AND USE BY**
7 **SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES IN ACCORDANCE WITH THE**
8 **FOLLOWING:**

9 **(i) EACH APPROVED ASSESSMENT SYSTEM SHALL PROVIDE A SCREENING**

1 ASSESSMENT, PROGRESS MONITORING CAPABILITIES, AND A DIAGNOSTIC
2 ASSESSMENT.

3 (ii) IN DETERMINING WHICH ASSESSMENT SYSTEMS TO APPROVE FOR
4 USE BY SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES, THE DEPARTMENT
5 SHALL ALSO CONSIDER AT LEAST THE FOLLOWING FACTORS:

6 (A) THE TIME REQUIRED TO CONDUCT THE ASSESSMENTS, WITH THE
7 INTENTION OF MINIMIZING THE IMPACT ON INSTRUCTIONAL TIME.

8 (B) THE LEVEL OF INTEGRATION OF ASSESSMENT RESULTS WITH
9 INSTRUCTIONAL SUPPORT FOR TEACHERS AND PUPILS.

10 (C) THE TIMELINESS IN REPORTING ASSESSMENT RESULTS TO
11 TEACHERS, ADMINISTRATORS, AND PARENTS.

12 (B) DEVELOP A PROCESS TO ALLOW PUPILS TO RETAKE THE GRADE 3
13 READING ASSESSMENT AS ALLOWED UNDER SUBSECTION (11).

14 (C) RECOMMEND OR DEVELOP A READING/LITERACY COACH MODEL WITH
15 THE FOLLOWING FEATURES:

16 (i) A READING/LITERACY COACH SHALL SUPPORT AND PROVIDE INITIAL
17 AND ONGOING PROFESSIONAL DEVELOPMENT TO TEACHERS IN ALL OF THE
18 FOLLOWING:

19 (A) EACH OF THE 5 MAJOR READING COMPONENTS LISTED IN
20 SUBSECTION (3) (A) (iv) (B) AS NEEDED, BASED ON AN ANALYSIS OF PUPIL
21 PERFORMANCE DATA.

22 (B) ADMINISTERING AND ANALYZING INSTRUCTIONAL ASSESSMENTS.

23 (C) PROVIDING DIFFERENTIATED INSTRUCTION AND INTENSIVE
24 INTERVENTION.

25 (D) USING PROGRESS MONITORING.

26 (E) DIAGNOSING AND ADDRESSING BARRIERS TO READING.

27 (ii) A READING/LITERACY COACH SHALL ALSO DO ALL OF THE

1 FOLLOWING:

2 (A) MODEL EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHERS.

3 (B) FACILITATE STUDY GROUPS.

4 (C) TRAIN TEACHERS IN DATA ANALYSIS AND USING DATA TO
5 DIFFERENTIATE INSTRUCTION.

6 (D) COACH AND MENTOR COLLEAGUES.

7 (E) WORK WITH TEACHERS TO ENSURE THAT RESEARCH-BASED READING
8 PROGRAMS SUCH AS COMPREHENSIVE CORE READING PROGRAMS, SUPPLEMENTAL
9 READING PROGRAMS, AND COMPREHENSIVE INTERVENTION READING PROGRAMS
10 ARE IMPLEMENTED WITH FIDELITY.

11 (F) TRAIN TEACHERS TO DIAGNOSE AND ADDRESS BARRIERS TO
12 READING.

13 (G) WORK WITH TEACHERS IN APPLYING RESEARCH-BASED READING
14 STRATEGIES IN OTHER CONTENT AREAS, INCLUDING, BUT NOT LIMITED TO,
15 PRIORITIZING TIME SPENT ON THOSE TEACHERS, ACTIVITIES, AND ROLES
16 THAT WILL HAVE THE GREATEST IMPACT ON PUPIL ACHIEVEMENT AND
17 PRIORITIZING COACHING AND MENTORING IN CLASSROOMS.

18 (H) HELP TO INCREASE INSTRUCTIONAL DENSITY TO MEET THE NEEDS
19 OF ALL PUPILS.

20 (I) HELP LEAD AND SUPPORT READING LEADERSHIP TEAMS AT THE
21 SCHOOL.

22 (J) CONTINUE TO INCREASE HIS OR HER KNOWLEDGE BASE IN BEST
23 PRACTICES IN READING INSTRUCTION AND INTERVENTION.

24 (K) FOR EACH TEACHER WHO TEACHES IN A CLASSROOM FOR GRADES K
25 TO 3, MODEL FOR THE TEACHER, AND COACH THE TEACHER IN, INSTRUCTION
26 WITH PUPILS IN WHOLE AND SMALL GROUPS.

27 (iii) IN THE CONTEXT OF PERFORMING THE FUNCTIONS DESCRIBED IN

1 SUBPARAGRAPH (ii), A READING/LITERACY COACH SHALL NOT BE ASKED TO
2 PERFORM ADMINISTRATIVE FUNCTIONS THAT WILL CONFUSE HIS OR HER ROLE
3 FOR TEACHERS.

4 (iv) A READING/LITERACY COACH MUST 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 RESEARCH-BASED LITERACY INSTRUCTIONAL STRATEGIES.

14 (v) A READING/LITERACY COACH SHALL NOT BE ASSIGNED A REGULAR
15 CLASSROOM TEACHING ASSIGNMENT, BUT SHALL BE EXPECTED TO WORK
16 FREQUENTLY WITH PUPILS IN WHOLE AND SMALL GROUP INSTRUCTION OR
17 TUTORING IN THE CONTEXT OF MODELING AND COACHING IN OR OUTSIDE OF
18 TEACHERS' CLASSROOMS.

19 (2) SUBJECT TO SUBSECTION (12), BEGINNING IN THE 2016-2017
20 SCHOOL YEAR, THE BOARD OF A SCHOOL DISTRICT OR BOARD OF DIRECTORS
21 OF A PUBLIC SCHOOL ACADEMY SHALL DO ALL OF THE FOLLOWING TO ENSURE
22 THAT MORE PUPILS WILL ACHIEVE A SCORE OF AT LEAST PROFICIENT IN
23 ENGLISH LANGUAGE ARTS ON THE GRADE 3 STATE ASSESSMENT:

24 (A) SELECT 1 VALID AND RELIABLE SCREENING, FORMATIVE, AND
25 DIAGNOSTIC READING ASSESSMENT SYSTEM FROM THE ASSESSMENT SYSTEMS
26 APPROVED BY THE DEPARTMENT UNDER SUBSECTION (1) (A). A SCHOOL
27 DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL USE THIS ASSESSMENT SYSTEM

1 FOR PUPILS IN GRADES K TO 3 TO SCREEN AND DIAGNOSE DIFFICULTIES,
2 INFORM INSTRUCTION AND INTERVENTION NEEDS, AND ASSESS PROGRESS. A
3 SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL ASSESS A PUPIL'S
4 PROGRESS IN READING SKILLS AT LEAST 3 TIMES PER SCHOOL YEAR IN
5 GRADES K TO 3. THE FIRST OF THESE ASSESSMENTS FOR A SCHOOL YEAR
6 SHALL BE CONDUCTED WITHIN THE FIRST 30 SCHOOL DAYS OF THE SCHOOL
7 YEAR.

8 (B) FOR ANY PUPIL IN GRADES K TO 3 WHO EXHIBITS A DEFICIENCY
9 IN READING AT ANY TIME, BASED UPON THE READING ASSESSMENT SYSTEM
10 SELECTED AND USED UNDER SUBDIVISION (A), PROVIDE AN INDIVIDUAL
11 READING IMPROVEMENT PLAN FOR THE PUPIL WITHIN 30 DAYS AFTER THE
12 IDENTIFICATION OF THE READING DEFICIENCY. THE READING IMPROVEMENT
13 PLAN SHALL BE CREATED BY THE PUPIL'S TEACHER, SCHOOL PRINCIPAL, AND
14 PARENT OR LEGAL GUARDIAN AND OTHER PERTINENT SCHOOL PERSONNEL, AND
15 SHALL DESCRIBE THE READING INTERVENTION SERVICES THE PUPIL WILL
16 RECEIVE TO REMEDY THE READING DEFICIT. A SCHOOL DISTRICT OR PUBLIC
17 SCHOOL ACADEMY SHALL PROVIDE INTENSIVE READING INTERVENTION FOR THE
18 PUPIL IN ACCORDANCE WITH THE INDIVIDUAL READING IMPROVEMENT PLAN
19 UNTIL THE PUPIL NO LONGER HAS A DEFICIENCY IN READING.

20 (C) IF A PUPIL IN GRADES K TO 3 IS IDENTIFIED AS HAVING AN
21 EARLY LITERACY DELAY OR BARRIER TO READING, PROVIDE WRITTEN NOTICE
22 TO THE PUPIL'S PARENT OR LEGAL GUARDIAN OF THE DELAY OR BARRIER TO
23 READING IN WRITING AND PROVIDE TOOLS TO ASSIST THE PARENT OR LEGAL
24 GUARDIAN TO ENGAGE IN INTERVENTION AND TO ADDRESS OR CORRECT ANY
25 BARRIER TO READING AT HOME.

26 (D) SUBMIT EARLY LITERACY DATA TO THE DEPARTMENT ANNUALLY IN
27 THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT.

1 (E) REQUIRE A SCHOOL PRINCIPAL OR CHIEF ADMINISTRATOR TO DO
2 ALL OF THE FOLLOWING:

3 (i) FOR A TEACHER IN GRADES K TO 3, TARGET SPECIFIC AREAS OF
4 PROFESSIONAL DEVELOPMENT BASED ON THE READING DEVELOPMENT NEEDS
5 DATA FOR INCOMING PUPILS.

6 (ii) DIFFERENTIATE AND INTENSIFY PROFESSIONAL DEVELOPMENT FOR
7 TEACHERS BASED ON DATA GATHERED BY MONITORING TEACHER PROGRESS IN
8 IMPROVING PUPIL PROFICIENCY RATES AMONG THEIR PUPILS.

9 (iii) ESTABLISH A COLLABORATIVE SYSTEM WITHIN THE SCHOOL TO
10 IMPROVE READING PROFICIENCY RATES IN GRADES K TO 3.

11 (iv) ENSURE THAT TIME IS PROVIDED FOR TEACHERS TO MEET FOR
12 PROFESSIONAL DEVELOPMENT.

13 (F) EMPLOY READING/LITERACY COACHES, USING THE
14 READING/LITERACY COACH MODEL RECOMMENDED OR DEVELOPED BY THE
15 DEPARTMENT UNDER SUBSECTION (1) (C).

16 (G) IDENTIFY HOW TO BEST MONITOR THE IMPLEMENTATION AND
17 EFFECTIVENESS OF THE READING/LITERACY COACH MODEL RECOMMENDED OR
18 DEVELOPED BY THE DEPARTMENT UNDER SUBSECTION (1) (C) AND ASSURE
19 COMMUNICATION BETWEEN THE CENTRAL OFFICE, SCHOOL ADMINISTRATION,
20 AND THE READING/LITERACY COACH THROUGHOUT THE SCHOOL YEAR TO
21 ADDRESS AREAS OF CONCERN.

22 (3) SUBJECT TO SUBSECTION (12), A SCHOOL DISTRICT OR PUBLIC
23 SCHOOL ACADEMY SHALL PROVIDE READING INTERVENTION PROGRAMS FOR
24 PUPILS IN GRADES K TO 3, INCLUDING AT LEAST ALL OF THE FOLLOWING:

25 (A) FOR PUPILS WHO EXHIBIT A READING DEFICIENCY, A READING
26 INTERVENTION PROGRAM INTENDED TO ENSURE THAT PUPILS ARE PROFICIENT
27 READERS BY THE END OF GRADE 3 AND THAT INCLUDES SOME OR ALL OF THE

1 FOLLOWING FEATURES:

2 (i) IS PROVIDED TO EACH PUPIL IN GRADES K TO 3 WHO IS
3 IDENTIFIED WITH A READING DEFICIENCY BASED ON SCREENING AND
4 DIAGNOSTIC TOOLS, AND IDENTIFIES AND ADDRESSES THE PUPIL'S BARRIERS
5 TO READING.

6 (ii) SCREENS AND MONITORS THE PROGRESS OF EACH PUPIL'S READING
7 SKILLS AT LEAST 3 TIMES PER YEAR.

8 (iii) PROVIDES HIGHLY EFFECTIVE CORE READING INSTRUCTION THAT
9 IS COMPREHENSIVE AND MEETS THE MAJORITY OF THE GENERAL EDUCATION
10 CLASSROOM NEEDS.

11 (iv) PROVIDES READING INTERVENTION THAT MEETS, AT A MINIMUM,
12 THE FOLLOWING SPECIFICATIONS:

13 (A) ASSISTS PUPILS EXHIBITING A READING DEFICIENCY IN
14 DEVELOPING THE ABILITY TO READ AT GRADE LEVEL.

15 (B) PROVIDES INTENSIVE DEVELOPMENT IN THE 5 MAJOR READING
16 COMPONENTS: PHONEMIC AWARENESS, PHONICS, FLUENCY, VOCABULARY, AND
17 COMPREHENSION.

18 (C) PROVIDES INITIAL AND ONGOING ANALYSIS OF EACH PUPIL'S
19 READING PROGRESS.

20 (D) IS IMPLEMENTED DURING REGULAR SCHOOL HOURS IN ADDITION TO
21 REGULAR CLASSROOM READING INSTRUCTION.

22 (v) PROVIDES PARENTS AND LEGAL GUARDIANS WITH A "READ AT HOME"
23 PLAN OUTLINED IN A PARENTAL CONTRACT, INCLUDING PARTICIPATION IN
24 PARENT AND GUARDIAN TRAINING WORKSHOPS AND REGULAR PARENT-GUIDED OR
25 GUARDIAN-GUIDED HOME READING.

26 (B) FOR GRADE 3 PUPILS WHO DO NOT ACHIEVE A GRADE 3 READING
27 LEVEL SCORE AS DETERMINED BY THE DEPARTMENT BASED ON THE READING

1 PORTION OF THE GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT, A
2 READING INTERVENTION PROGRAM INTENDED TO CORRECT THE IDENTIFIED
3 AREA OR AREAS OF READING DEFICIENCY AND THAT INCLUDES ALL OF THE
4 FOLLOWING FEATURES AS NEEDED BY THE INDIVIDUAL PUPIL:

5 (i) IS SCIENTIFICALLY RESEARCH-BASED AND HAS PROVEN RESULTS IN
6 ACCELERATING PUPIL READING ACHIEVEMENT WITHIN THE SAME SCHOOL YEAR.

7 (ii) PROVIDES MORE DEDICATED TIME THAN THE PUPIL'S PREVIOUS
8 SCHOOL YEAR IN RESEARCH-BASED READING INSTRUCTION AND INTERVENTION.

9 (iii) PROVIDES DAILY TARGETED SMALL GROUP AND 1-TO-1 READING
10 INTERVENTION BASED ON PUPIL NEEDS AS DETERMINED BY ASSESSMENT DATA,
11 INCLUDING EXPLICIT AND SYSTEMATIC INSTRUCTION WITH MORE DETAILED
12 AND VARIED EXPLANATIONS, MORE EXTENSIVE OPPORTUNITIES FOR GUIDED
13 PRACTICE, AND MORE OPPORTUNITIES FOR ERROR CORRECTION AND FEEDBACK.

14 (iv) PROVIDES ADMINISTRATION OF ONGOING PROGRESS MONITORING
15 ASSESSMENTS TO FREQUENTLY MONITOR PUPIL PROGRESS.

16 (v) PROVIDES SUPPLEMENTAL RESEARCH-BASED READING INTERVENTION
17 DELIVERED BY A TEACHER OR TUTOR WITH SPECIALIZED READING TRAINING
18 THAT IS PROVIDED BEFORE SCHOOL, AFTER SCHOOL, DURING SCHOOL HOURS
19 BUT OUTSIDE OF REGULAR ENGLISH LANGUAGE ARTS CLASSROOM TIME, OR ANY
20 COMBINATION OF THESE.

21 (vi) PROVIDES PARENTS AND LEGAL GUARDIANS WITH A "READ AT
22 HOME" PLAN OUTLINED IN A PARENTAL CONTRACT, INCLUDING PARTICIPATION
23 IN PARENT AND GUARDIAN TRAINING WORKSHOPS AND REGULAR PARENT-GUIDED
24 OR GUARDIAN-GUIDED HOME READING.

25 (4) FOR ALL GRADE 3 PUPILS WHO DO NOT ACHIEVE A GRADE 3
26 READING LEVEL SCORE AS DETERMINED BY THE DEPARTMENT BASED ON THE
27 READING PORTION OF THE GRADE 3 STATE ENGLISH LANGUAGE ARTS

1 ASSESSMENT, SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES ARE
2 ENCOURAGED TO OFFER SUMMER READING CAMPS STAFFED WITH HIGHLY
3 EFFECTIVE TEACHERS OF READING, AS DETERMINED BY THE TEACHER
4 EVALUATION SYSTEM UNDER SECTION 1249, PROVIDING READING
5 INTERVENTION SERVICES AND SUPPORTS TO CORRECT PUPILS' IDENTIFIED
6 AREAS OF READING DEFICIENCY.

7 (5) BEGINNING WITH PUPILS ENROLLED IN GRADE 3 DURING THE 2016-
8 2017 SCHOOL YEAR, ALL OF THE FOLLOWING APPLY:

9 (A) IF A PUPIL ENROLLED IN GRADE 3 IN A SCHOOL DISTRICT OR
10 PUBLIC SCHOOL ACADEMY IS RATED 1 FULL GRADE LEVEL OR MORE BEHIND IN
11 READING, AS DETERMINED BY THE DEPARTMENT BASED ON THE READING
12 PORTION OF THE GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT, THE
13 BOARD OF THE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF THE PUBLIC
14 SCHOOL ACADEMY IN WHICH THE PUPIL IS ENROLLED SHALL ENSURE THAT THE
15 PUPIL IS NOT ENROLLED IN GRADE 4 UNTIL 1 OF THE FOLLOWING OCCURS:

16 (i) THE PUPIL ACHIEVES A GRADE 3 LEVEL READING SCORE AS
17 DETERMINED BY THE DEPARTMENT BASED ON THE GRADE 3 STATE ENGLISH
18 LANGUAGE ARTS ASSESSMENT.

19 (ii) THE PUPIL DEMONSTRATES A GRADE 3 READING LEVEL THROUGH
20 PERFORMANCE ON AN ALTERNATIVE STANDARDIZED READING ASSESSMENT
21 APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

22 (iii) THE PUPIL DEMONSTRATES A GRADE 3 READING LEVEL THROUGH A
23 PUPIL PORTFOLIO, AS EVIDENCED BY DEMONSTRATING MASTERY OF ALL GRADE
24 3 STATE ENGLISH LANGUAGE ARTS STANDARDS THROUGH MULTIPLE WORK
25 SAMPLES.

26 (B) IF A CHILD YOUNGER THAN 10 YEARS OF AGE SEEKS TO ENROLL
27 FOR THE FIRST TIME IN A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY IN

1 GRADE 4, THE BOARD OF THE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF
2 THE PUBLIC SCHOOL ACADEMY SHALL NOT ALLOW THE CHILD TO ENROLL IN
3 GRADE 4 UNLESS 1 OF THE FOLLOWING OCCURS:

4 (i) THE CHILD ACHIEVES A GRADE 3 LEVEL READING SCORE AS
5 DETERMINED BY THE DEPARTMENT BASED ON THE READING PORTION OF THE
6 GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT.

7 (ii) THE CHILD DEMONSTRATES A GRADE 3 READING LEVEL THROUGH
8 PERFORMANCE ON AN ALTERNATIVE STANDARDIZED READING ASSESSMENT
9 APPROVED BY THE SUPERINTENDENT OF PUBLIC INSTRUCTION.

10 (iii) THE CHILD DEMONSTRATES A GRADE 3 READING LEVEL THROUGH A
11 PUPIL PORTFOLIO, AS EVIDENCED BY DEMONSTRATING MASTERY OF ALL GRADE
12 3 STATE ENGLISH LANGUAGE ARTS STANDARDS THROUGH MULTIPLE WORK
13 SAMPLES.

14 (C) SUBJECT TO SUBSECTION (12), IF A PUPIL IS NOT ENROLLED IN
15 GRADE 4 DUE TO THE OPERATION OF THIS SUBSECTION AND THE PUPIL HAS
16 DEMONSTRATED PROFICIENCY IN MATHEMATICS, SCIENCE, WRITING, OR
17 SOCIAL STUDIES AS DETERMINED BY THE GRADE 3 STATE ASSESSMENT IN THE
18 APPLICABLE SUBJECT AREA OR BY THE PUPIL'S GRADE 3 READING TEACHER,
19 THE BOARD OF THE SCHOOL DISTRICT OR BOARD OF DIRECTORS OF THE
20 PUBLIC SCHOOL ACADEMY SHALL ENSURE THAT THE PUPIL IS PROVIDED WITH
21 INSTRUCTION COMMENSURATE WITH THE PUPIL'S ACHIEVEMENT LEVEL IN THAT
22 SPECIFIC SUBJECT AREA. THIS INSTRUCTION MAY BE GIVEN IN A GRADE 4
23 CLASSROOM SETTING.

24 (6) FOR PUPILS WHO ARE NOT ADVANCED TO GRADE 4 OR CHILDREN WHO
25 ARE NOT ENROLLED IN GRADE 4 DUE TO THE OPERATION OF SUBSECTION (5),
26 THE SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL PROVIDE A
27 READING INTERVENTION PROGRAM THAT IS INTENDED TO CORRECT THE

1 PUPIL'S SPECIFIC READING DEFICIENCY, AS IDENTIFIED BY A VALID AND
2 RELIABLE ASSESSMENT, AND ADDRESS ANY BARRIERS TO READING. THIS
3 PROGRAM SHALL INCLUDE EFFECTIVE INSTRUCTIONAL STRATEGIES NECESSARY
4 TO ASSIST THE PUPIL IN BECOMING A SUCCESSFUL READER, AND ALL OF THE
5 FOLLOWING FEATURES, AS APPROPRIATE FOR THE NEEDS OF THE INDIVIDUAL
6 PUPIL:

7 (A) A REDUCED PUPIL-TEACHER RATIO OR 1-TO-1 READING
8 INTERVENTION WITH A VOLUNTEER.

9 (B) ASSIGNING TO THE PUPIL A HIGHLY EFFECTIVE TEACHER OF
10 READING AS DETERMINED BY THE TEACHER EVALUATION SYSTEM UNDER
11 SECTION 1249, THE HIGHEST EVALUATED TEACHER IN THE SCHOOL AS
12 DETERMINED BY THAT SYSTEM, OR A READING SPECIALIST.

13 (C) READING PROGRAMS THAT ARE RESEARCH-BASED AND HAVE PROVEN
14 RESULTS IN ACCELERATING PUPIL READING ACHIEVEMENT WITHIN THE SAME
15 SCHOOL YEAR.

16 (D) READING INSTRUCTION AND INTERVENTION FOR THE MAJORITY OF
17 PUPIL CONTACT TIME EACH DAY THAT INCORPORATES OPPORTUNITIES TO
18 MASTER THE GRADE 4 STATE STANDARDS IN OTHER CORE ACADEMIC AREAS.

19 (E) DAILY TARGETED SMALL GROUP OR 1-TO-1 READING INTERVENTION
20 THAT IS BASED ON PUPIL NEEDS, DETERMINED BY ASSESSMENT DATA, AND ON
21 DIAGNOSED BARRIERS TO READING AND THAT INCLUDES EXPLICIT AND
22 SYSTEMATIC INSTRUCTION WITH MORE DETAILED AND VARIED EXPLANATIONS,
23 MORE EXTENSIVE OPPORTUNITIES FOR GUIDED PRACTICE, AND MORE
24 OPPORTUNITIES FOR ERROR CORRECTION AND FEEDBACK.

25 (F) ADMINISTRATION OF ONGOING PROGRESS MONITORING ASSESSMENTS
26 TO FREQUENTLY MONITOR PUPIL PROGRESS.

27 (G) SUPPLEMENTAL RESEARCH-BASED READING INTERVENTION DELIVERED

1 BY A TEACHER OR TUTOR WITH SPECIALIZED READING TRAINING THAT IS
2 PROVIDED BEFORE SCHOOL, AFTER SCHOOL, DURING REGULAR SCHOOL HOURS
3 BUT OUTSIDE OF REGULAR ENGLISH LANGUAGE ARTS CLASSROOM TIME, OR ANY
4 COMBINATION OF THESE.

5 (H) PROVIDES PARENTS AND LEGAL GUARDIANS WITH A "READ AT HOME"
6 PLAN OUTLINED IN A PARENTAL CONTRACT, INCLUDING PARTICIPATION IN
7 PARENT AND GUARDIAN TRAINING WORKSHOPS AND REGULAR PARENT-GUIDED OR
8 GUARDIAN-GUIDED HOME READING.

9 (7) IF THE SUPERINTENDENT OF THE PUPIL'S SCHOOL DISTRICT OR
10 CHIEF ADMINISTRATOR OF THE PUPIL'S PUBLIC SCHOOL ACADEMY GRANTS A
11 GOOD CAUSE EXEMPTION FROM THE REQUIREMENTS OF SUBSECTION (5) (A) FOR
12 A PUPIL, THEN A PUPIL MAY BE ADVANCED TO GRADE 4 WITHOUT MEETING
13 THE REQUIREMENTS OF SUBSECTION (5) (A). A GOOD CAUSE EXEMPTION MAY
14 BE GRANTED ONLY ACCORDING TO THE PROCEDURES UNDER SUBSECTION (9)
15 AND ONLY FOR 1 OF THE FOLLOWING:

16 (A) THE PUPIL IS A STUDENT WITH AN INDIVIDUALIZED EDUCATION
17 PROGRAM WHOSE INDIVIDUALIZED EDUCATION PROGRAM TEAM DETERMINES THAT
18 THE PUPIL IS INELIGIBLE TO TAKE THE STANDARD GRADE 3 STATE
19 ASSESSMENT, OR THE MI-ACCESS ASSESSMENT OR ANY SIMILAR ALTERNATIVE
20 STATE ASSESSMENT, ACCORDING TO HIS OR HER INDIVIDUALIZED EDUCATION
21 PROGRAM.

22 (B) THE PUPIL IS A LIMITED ENGLISH PROFICIENT STUDENT WHO HAS
23 HAD LESS THAN 2 YEARS OF INSTRUCTION IN AN ENGLISH LANGUAGE LEARNER
24 PROGRAM.

25 (C) THE PUPIL HAS RECEIVED INTENSIVE READING INTERVENTION FOR
26 2 OR MORE YEARS BUT STILL DEMONSTRATES A DEFICIENCY IN READING AND
27 WAS PREVIOUSLY RETAINED IN KINDERGARTEN, GRADE 1, GRADE 2, OR GRADE

1 3.

2 (8) SUBJECT TO SUBSECTION (12), IF A PUPIL IS ENROLLED IN
3 GRADE 4 DUE TO A GOOD CAUSE EXEMPTION GRANTED UNDER SUBSECTION (7),
4 THE PUPIL REMAINS ELIGIBLE FOR READING INTERVENTION SERVICES
5 DESIGNED TO ENABLE THE PUPIL TO ACHIEVE PROFICIENCY IN READING. THE
6 SERVICES FOR A PUPIL DESCRIBED IN THIS SUBSECTION SHALL BE SIMILAR
7 TO THOSE PROVIDED TO PUPILS IN GRADE 3 UNDER THIS SECTION.

8 (9) THE SUPERINTENDENT OF A SCHOOL DISTRICT OR CHIEF
9 ADMINISTRATOR OF A PUBLIC SCHOOL ACADEMY SHALL GRANT A GOOD CAUSE
10 EXEMPTION UNDER SUBSECTION (7) ONLY THROUGH THE FOLLOWING
11 PROCEDURE:

12 (A) AT THE REQUEST OF THE PUPIL'S PARENT OR LEGAL GUARDIAN OR
13 UPON THE TEACHER'S OWN INITIATIVE, THE PUPIL'S GRADE 3 TEACHER
14 SUBMITS TO THE PRINCIPAL OR OTHER CHIEF ADMINISTRATOR OF THE
15 PUPIL'S SCHOOL A RECOMMENDATION FOR A GOOD CAUSE EXEMPTION ALONG
16 WITH DOCUMENTATION THAT INDICATES THAT A GOOD CAUSE EXEMPTION UNDER
17 SUBSECTION (7) APPLIES TO THE PUPIL. THE DOCUMENTATION SHALL
18 CONSIST ONLY OF A STATEMENT IDENTIFYING THE GOOD CAUSE EXEMPTION
19 BEING REQUESTED, THE EXISTING READING IMPROVEMENT PLAN OR
20 INDIVIDUALIZED EDUCATION PROGRAM FOR THE PUPIL, AND THE ALTERNATIVE
21 ASSESSMENT RESULTS OR PUPIL PORTFOLIO RESULTS FOR THE PUPIL, AS
22 APPLICABLE.

23 (B) FOR A PUPIL ENROLLED IN A SCHOOL OPERATED BY A SCHOOL
24 DISTRICT, THE PRINCIPAL OF THE PUPIL'S SCHOOL SHALL REVIEW AND
25 DISCUSS THE RECOMMENDATION WITH THE PUPIL'S GRADE 3 TEACHER AND, IF
26 THE PUPIL HAS AN INDIVIDUALIZED EDUCATION PROGRAM, WITH THE PUPIL'S
27 INDIVIDUALIZED EDUCATION PROGRAM TEAM. AFTER THIS DISCUSSION, THE

1 PRINCIPAL SHALL MAKE A DETERMINATION IN WRITING OF WHETHER OR NOT
2 TO RECOMMEND THAT THE GOOD CAUSE EXEMPTION BE GRANTED FOR THE
3 PUPIL. IF THE PRINCIPAL DETERMINES TO RECOMMEND THAT THE GOOD CAUSE
4 EXEMPTION BE GRANTED, HE OR SHE SHALL SUBMIT THAT RECOMMENDATION TO
5 THE SUPERINTENDENT OF THE SCHOOL DISTRICT. THE SUPERINTENDENT OF
6 THE SCHOOL DISTRICT SHALL ACCEPT OR REJECT THE PRINCIPAL'S
7 RECOMMENDATION IN WRITING, AND THE SUPERINTENDENT'S DECISION TO
8 GRANT OR DENY THE EXEMPTION IS FINAL.

9 (C) FOR A PUPIL ENROLLED IN A PUBLIC SCHOOL ACADEMY, THE CHIEF
10 ADMINISTRATOR OF THE PUBLIC SCHOOL ACADEMY SHALL REVIEW AND DISCUSS
11 THE RECOMMENDATION WITH THE PUPIL'S GRADE 3 TEACHER AND, IF THE
12 PUPIL HAS AN INDIVIDUALIZED EDUCATION PROGRAM, WITH THE PUPIL'S
13 INDIVIDUALIZED EDUCATION PROGRAM TEAM. AFTER THIS DISCUSSION, THE
14 CHIEF ADMINISTRATOR SHALL MAKE A DETERMINATION IN WRITING OF
15 WHETHER OR NOT TO GRANT THE GOOD CAUSE EXEMPTION FOR THE PUPIL. THE
16 CHIEF ADMINISTRATOR'S DECISION IS FINAL.

17 (D) THE SUPERINTENDENT OF THE PUPIL'S SCHOOL DISTRICT OR CHIEF
18 ADMINISTRATOR OF THE PUPIL'S PUBLIC SCHOOL ACADEMY SHALL NOTIFY THE
19 PUPIL'S PARENT OR LEGAL GUARDIAN OF THE DETERMINATION AND DECISION
20 UNDER SUBDIVISION (B) OR (C), AS APPLICABLE.

21 (10) A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL NOT
22 REQUIRE A PUPIL TO REPEAT GRADE 3 MORE THAN ONCE DUE TO THE
23 OPERATION OF THIS SECTION.

24 (11) WITH THE AGREEMENT OF THE PUPIL'S TEACHER AND THE PUPIL'S
25 PARENT OR LEGAL GUARDIAN, A PUPIL MAY RETAKE THE GRADE 3 STATE
26 ENGLISH LANGUAGE ARTS ASSESSMENT BEFORE GRADE 4 TO ATTEMPT TO
27 ACHIEVE A SCORE IN READING INDICATING THAT THE PUPIL IS LESS THAN 1

1 GRADE LEVEL BEHIND, AS DETERMINED BY THE DEPARTMENT, FOR THE
2 PURPOSES OF THIS SECTION. ALSO, WITH THE AGREEMENT OF THE PUPIL'S
3 PARENT OR LEGAL GUARDIAN, A PUPIL DESCRIBED IN SUBSECTION (8) MAY
4 RETAKE THE GRADE 3 STATE ENGLISH LANGUAGE ARTS ASSESSMENT AFTER
5 ADVANCING TO GRADE 4 TO DETERMINE IF THE PUPIL HAS ACHIEVED A SCORE
6 IN READING INDICATING THAT THE PUPIL IS LESS THAN 1 GRADE LEVEL
7 BEHIND, AS DETERMINED BY THE DEPARTMENT, FOR THE PURPOSES OF
8 DETERMINING CONTINUED ELIGIBILITY FOR READING INTERVENTION SERVICES
9 UNDER THIS SECTION.

10 (12) A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY SHALL
11 PRIORITIZE ITS STATE SCHOOL AID FUNDING, GENERAL FUNDS, AND ANY
12 FEDERAL FUNDS AVAILABLE FOR THESE PURPOSES TO IMPLEMENT AND SUPPORT
13 ACTIVITIES UNDER THIS SECTION. THIS SECTION DOES NOT REQUIRE OR
14 STATE AN INTENTION TO REQUIRE A SCHOOL DISTRICT OR PUBLIC SCHOOL
15 ACADEMY TO SUPPLANT STATE FUNDS WITH FEDERAL FUNDS FOR IMPLEMENTING
16 OR SUPPORTING THE ACTIVITIES UNDER THIS SECTION AND DOES NOT
17 PROHIBIT A SCHOOL DISTRICT OR PUBLIC SCHOOL ACADEMY FROM CONTINUING
18 TO USE FEDERAL FUNDS FOR ANY OF THE PURPOSES OR ACTIVITIES
19 DESCRIBED IN THIS SECTION.

20 (13) AS USED IN THIS SECTION:

21 (A) "BARRIER TO READING" MEANS A PHYSICAL, EMOTIONAL, OR
22 DEVELOPMENTAL IMPEDIMENT TO A PUPIL'S ABILITY TO READ AT GRADE
23 LEVEL.

24 (B) "INDIVIDUALIZED EDUCATION PROGRAM" MEANS THAT TERM AS
25 DESCRIBED IN R 340.1721E OF THE MICHIGAN ADMINISTRATIVE CODE.

26 (C) "KINDERGARTEN" INCLUDES A CLASSROOM FOR YOUNG 5-YEAR-OLDS,
27 COMMONLY REFERRED TO AS "YOUNG 5S" OR "DEVELOPMENTAL KINDERGARTEN".

1 (D) "READING LEADERSHIP TEAM" MEANS A COLLABORATIVE SYSTEM LED
2 BY A SCHOOL BUILDING'S PRINCIPAL OR PROGRAM DIRECTOR AND CONSISTING
3 OF A CROSS-SECTION OF FACULTY WHO ARE INTERESTED IN WORKING TO
4 IMPROVE LITERACY INSTRUCTION ACROSS THE CURRICULUM.

5 Enacting section 1. This amendatory act takes effect 90 days
6 after the date it is enacted into law.