

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

19 (i) ~~An early~~ **Except as otherwise provided in this section,**  
20 **district-identified** literacy ~~coach~~ **coaches** shall support and  
21 ~~provide teachers to use what was taught during~~ initial and ongoing  
22 professional development ~~to teachers~~ in all of the following:

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

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

29 (C) Providing differentiated instruction and intensive

1 intervention, including, but not limited to, methods to intensify  
2 instructional interventions for decoding and word recognition.

3 (D) Using data diagnostically to adjust intervention  
4 instruction and to understand reasons why a pupil may not be  
5 responding to intervention instruction as expected.

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

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

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

11 (H) The professional learning requirements under subsection  
12 (7), as appropriate.

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

16 (ii) ~~An early~~ **Except as otherwise provided in this section,**  
17 **district-identified** literacy ~~each~~ **coaches** shall also do all of the  
18 following:

19 (A) Model ~~effective~~ **evidence-based** instructional strategies  
20 for teachers.

21 (B) Facilitate study groups.

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

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

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

28 (F) ~~(E)~~—Work with teachers to ensure that evidence-based  
29 reading ~~programs~~ **curriculum resources** such as comprehensive core

1 reading ~~programs, supplemental~~ **curriculum resources and** reading  
 2 **intervention** programs ~~, and comprehensive intervention reading~~  
 3 ~~programs~~ are implemented with fidelity.

4 (G) ~~(F)~~ Train teachers **and school staff** to ~~diagnose~~ **identify**  
 5 and address reading deficiency.

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

11 (I) ~~(H)~~ Help to increase instructional density to meet the  
 12 needs of all pupils.

13 (J) ~~(I)~~ Help lead and support reading leadership teams at the  
 14 school.

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

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

24 (iii) In the context of performing the functions described in  
 25 subparagraph (ii), ~~an early~~ **a district-identified** literacy coach  
 26 must not be asked to perform administrative functions that will  
 27 confuse the ~~early~~ **district-identified** literacy coach's role for  
 28 ~~teachers~~ **a teacher's role.**

29 (iv) ~~An early~~ **District-identified** literacy ~~coach~~ **coaches** must

1 meet all of the following:

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

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

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

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

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

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

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

27 **(2) Beginning not later than September 1, 2025, 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. The department shall offer expertise under this  
4 subsection by providing guidance on at least both of the following:

5 (a) Structured literacy.

6 (b) Professional learning about dyslexia to school districts,  
7 intermediate school districts, and public school academies.

8 (3) To support the implementation of the requirements under  
9 this section, the department, based on current research, shall  
10 regularly review and update the Michigan Dyslexia Handbook or a  
11 similar publicly available dyslexia resource guide that includes  
12 information regarding the education of pupils with dyslexia or  
13 characteristics of dyslexia, to be used by school districts,  
14 intermediate school districts, and public school academies. Reviews  
15 and updates under this subsection must be conducted at an interval  
16 not to exceed 5 years.

17 (4) By not later than January 1, 2026, the department shall  
18 provide a list of approved valid and reliable screening and  
19 progress monitoring reading assessments for selection and use by  
20 school districts and public school academies under subsection (1)  
21 and, in addition to meeting applicable requirements under  
22 subsection (1), identify, within each approved assessment for  
23 selection and use by school districts and public school academies  
24 under subsection (1), a list of the elements of a reliable and  
25 valid universal screening assessment for the purpose of identifying  
26 pupils with characteristics of dyslexia or difficulties in learning  
27 to decode accurately and efficiently that are or are not included  
28 in the approved assessment. Beginning not later than September 1,  
29 2026, the department shall develop dyslexia expertise to provide

1 technical assistance to school districts, intermediate school  
2 districts, and public school academies regarding the appropriate  
3 selection and use at each grade level of reliable and valid  
4 universal screening assessments for the identification of pupils  
5 who exhibit characteristics of dyslexia and pupils who display  
6 difficulties in learning to decode accurately and efficiently,  
7 including those described in subsection (1), to minimize the impact  
8 on instructional time.

9 (5) By not later than January 1, 2026, the department shall  
10 publish a list of evidence-based tier 1, class-wide elementary  
11 reading curricula and materials that are aligned with science of  
12 reading methods that research has shown to improve literacy  
13 outcomes and help pupils achieve reading proficiency. The  
14 department shall develop dyslexia expertise to provide technical  
15 assistance to school districts, intermediate school districts, and  
16 public school academies regarding evidence-based instructional  
17 methods and the features of evidence-based interventions for pupils  
18 exhibiting the characteristics of dyslexia or pupils who have  
19 difficulties in learning to decode accurately and efficiently that  
20 include instructional methods and curriculum resources that use a  
21 code emphasis approach to address the decoding and word-recognition  
22 components of reading and that are supported by the science of  
23 reading. Except as otherwise provided in this section, the  
24 instructional methods and curriculum resources described in this  
25 subsection must not include instructional methods or curriculum  
26 resources that minimize the importance of primarily using letter-  
27 sound information to decode or recognize unknown words, including,  
28 but not limited to, any of the uses of letter-sound information  
29 described in subsection (23) (c) (iii) (A) to (E), unless such

1 instructional methods and curriculum resources are being used to  
2 confirm the meaning of unknown words after decoding has been  
3 attempted.

4 (6) By not later than August 1, 2027, each school district,  
5 intermediate school district, and public school academy shall  
6 update its selection of a valid and reliable screening and  
7 progress-monitoring reading assessment under subsection (9) to  
8 ensure that the selected system includes a reliable and valid  
9 universal screening assessment in accordance with subsection (4)  
10 and the guidance provided by the department under subsection (4),  
11 if it does not do so already. In complying with this subsection, a  
12 school district, intermediate school district, or public school  
13 academy shall minimize the impact on instructional time by  
14 selecting approved assessments that include elements fulfilling  
15 multiple assessment requirements as described in subsection (18),  
16 or, when appropriate, by adding approved assessment measures or  
17 combining compatible approved assessments that, when utilized  
18 together, include all of the elements of a reliable and valid  
19 universal screening assessment.

20 (7) By not later than the beginning of the 2027-2028 school  
21 year, each school district, intermediate school district, and  
22 public school academy shall provide assurance to the department  
23 that all literacy consultants, literacy coaches, and other  
24 personnel providing reading intervention or reading instruction to  
25 grades K to 12 pupils in the school district, intermediate school  
26 district, or public school academy received professional learning,  
27 as determined by the department, regarding all of the following:

28 (a) The characteristics of dyslexia and underlying factors  
29 that place pupils at risk for difficulties in learning to decode



1 accurately and efficiently.

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

6 (c) Instructional adjustments for pupils with dyslexia and  
7 instructional adjustments to address the underlying factors that  
8 place pupils at risk for difficulties in learning to decode  
9 accurately and efficiently.

10 (d) Methods to develop schoolwide and classroom infrastructure  
11 to meet the collective and individual needs of pupils using a  
12 multi-tiered system of support (MTSS).

13 (e) 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 for  
16 pupils with characteristics of dyslexia and pupils at risk for  
17 difficulties in learning to decode accurately and efficiently.

18 (f) Evidence-based instructional methods and features of  
19 evidence-based interventions that are grounded in the science of  
20 reading and principles of structured literacy that are designed to  
21 effectively meet the needs of most pupils.

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

24 (9) ~~(2)~~ Subject to subsection ~~(10)~~, ~~the board of~~ (28), a  
25 school district or ~~board of directors of a~~ public school academy  
26 shall do all of the following to ensure that more pupils will  
27 achieve a score of at least proficient in English language arts on  
28 the grade 3 state assessment:

29 (a) Select 1 valid and reliable screening ~~, formative,~~ and 1

1 **progress-monitoring reading assessment** and ~~diagnostic reading~~  
 2 ~~assessment system~~ from the ~~assessment systems~~ **assessments** approved  
 3 by the department under subsection (1)(a). A school district or  
 4 public school academy shall use ~~this assessment system~~ **these**  
 5 **assessments** for pupils in grades K to 3 to screen and ~~diagnose~~  
 6 **identify** difficulties, inform instruction and intervention needs,  
 7 and assess progress toward a growth target. A school district or  
 8 public school academy periodically shall assess a pupil's progress  
 9 in reading skills at least 3 times per school year in grades K to  
 10 3. The first of these assessments for a school year in kindergarten  
 11 must be conducted within the first 90 school days of the school  
 12 year. The first of these assessments for a school year in grades 1  
 13 to 3 must be conducted within the first 30 school days of the  
 14 school year. **Beginning in the 2027-2028 school year, screening of**  
 15 **pupils in grades K to 3 under this subdivision must meet the**  
 16 **requirements in subsections (15), (16), (17), (19), and (20).**

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

1 longer has a reading deficiency.

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

8 (d) Require a school principal or chief administrator to do  
9 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 (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)~~, ~~(28)~~, 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 (23), and**  
 5 **pupils required to have a reading intervention plan under**  
 6 **subsection ~~7~~(24)**, 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 **(4)**.

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) (b) .**

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 (23) (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)(b)**.

8           (c) Subject to subsection ~~(11)~~, **(29)**, 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 (20) or (21) that is consistent with**  
 15 **department guidance provided under subsection (4) 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 ~~(5) After the department finalizes the scoring for the grade 3~~  
 14 ~~state assessments, the department shall provide CEPI with the grade~~  
 15 ~~3 state assessment scores for every grade 3 pupil enrolled in a~~  
 16 ~~public school in this state who was administered 1 or more of those~~  
 17 ~~assessments.~~

18 **(12)** ~~(6) After CEPI receives the grade 3 state assessment~~  
 19 ~~results from the department under subsection (5), using those state~~  
 20 ~~assessment results, CEPI shall identify each pupil completing grade~~  
 21 ~~3 that year who has a reading deficiency and shall notify the~~  
 22 ~~parent or legal guardian and the school district or public school~~  
 23 ~~academy of each of these pupils that the pupil has a reading~~  
 24 ~~deficiency; shall include an explanation in the notification~~  
 25 ~~concerning what constitutes a reading deficiency; and shall~~  
 26 ~~include, in the notification, information concerning interventions~~  
 27 ~~that are available to the pupil to address the pupil's reading~~  
 28 ~~deficiency. A school district or public school academy may also~~  
 29 ~~make its own notification to a parent or guardian in addition to~~

1 ~~the notification by CEPI.~~ By July 31 of each year, the department  
 2 shall notify the parent or legal guardian of a pupil completing  
 3 grade 3 who scored not proficient in reading based on the state  
 4 English language arts assessment of all of the following by  
 5 certified mail and in a clear format:

6 (a) That the pupil has scored not proficient in reading based  
 7 on the state English language arts assessment.

8 (b) That the school is required to provide the pupil with the  
 9 supports described in subsection (13).

10 (c) The supports and interventions required to be made  
 11 available to the pupil under the laws of this state.

12 (d) That the parent or legal guardian has the right to request  
 13 a meeting with school officials to discuss supports and  
 14 interventions.

15 (13) ~~(7)~~ Except as otherwise provided in this section, for a  
 16 ~~grade 3~~ pupil who has a reading deficiency based on the ~~grade 3~~  
 17 ~~state English language arts assessment, screening assessment,~~ the  
 18 school district or public school academy shall provide ~~only~~  
 19 ~~through grade 4,~~ a reading intervention program that is intended to  
 20 correct the pupil's specific reading deficiency, as identified by a  
 21 valid and reliable assessment. ~~This program~~ **The intervention** must  
 22 include ~~effective evidence-based~~ instructional strategies necessary  
 23 **that are aligned to the research requirements consistent with the**  
 24 **science of reading** to assist the pupil in becoming a successful  
 25 reader. ~~and all of the following features, as appropriate for the~~  
 26 ~~needs of the individual pupil:~~

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

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

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

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

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

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

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

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

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

24       ~~(g) Providing parents, legal guardians, or other providers of~~  
25 ~~care for the pupil with a read-at-home plan, including parent,~~  
26 ~~guardian, or care provider training workshops and regular home~~  
27 ~~reading.~~

28       ~~(8) For a pupil or child described in subsection (7) who has a~~  
29 ~~reading deficiency at the end of grade 4, the school district or~~

1 ~~public school academy shall provide intensive reading intervention~~  
2 ~~beyond grade 4 to the pupil, in a manner determined by the school~~  
3 ~~district or public school academy, until the pupil no longer has a~~  
4 ~~reading deficiency.~~

5 (14) A school district or public school academy shall provide  
6 a copy of each pupil's individual reading improvement plan to the  
7 school district's intermediate school district or the intermediate  
8 school district that has geographic boundaries that include the  
9 area in which the public school academy is located. A copy of a  
10 pupil's individual reading improvement plan provided under this  
11 subsection must not contain any identifying information regarding  
12 the pupil or a teacher that provides instruction to the pupil. The  
13 intermediate school district shall collate the information received  
14 under this subsection and provide it to the department each school  
15 year in a timeline and manner as determined by the department. The  
16 department shall not share a pupil's individual reading improvement  
17 plan with an outside vendor.

18 (15) By not later than the beginning of the 2027-2028 school  
19 year, and each school year thereafter, subject to subsections (17)  
20 and (20), a school district, an intermediate school district, or a  
21 public school academy shall ensure that each pupil described in  
22 this subsection is screened for characteristics of dyslexia and  
23 difficulties in learning to decode accurately and efficiently using  
24 a reliable and valid universal screening assessment. All of the  
25 following pupils enrolled in the school district, intermediate  
26 school district, or public school academy must be screened as  
27 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 (16) A school district, intermediate school district, or  
5 public school academy shall screen pupils under subsection (15)  
6 with fidelity.

7 (17) Pupils required to be screened under subsection (15) (a)  
8 must be screened, as described in subsection (15), no fewer than 3  
9 times during a school year. Pupils required to be screened under  
10 subsection (15) (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 (18) If the department determines that a benchmark assessment  
14 or a valid and reliable screening and progress-monitoring reading  
15 assessment suite selected by a school district or public school  
16 academy under subsection (9) includes a reliable and valid  
17 universal screening assessment, that assessment or assessment  
18 system selected under subsection (9) may be utilized to meet the  
19 requirement under subsection (15).

20 (19) Beginning with the 2027-2028 school year, for a pupil  
21 described in subsection (15) (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 (5).

5 (20) 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 (15). However,  
13 the pupil is required to be screened for characteristics of  
14 dyslexia and difficulties in learning to decode under subsection  
15 (15) if, in accordance with the department guidance under  
16 subsection (4), 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 (21) 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 (4), must be screened for characteristics  
24 of dyslexia and difficulty decoding as appropriate for the pupil's  
25 grade level under subsection (15), 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 (22) Beginning with the 2027-2028 school year, school

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

10 (23) 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 multi-tiered system of support (MTSS) is provided to the  
17 pupil, including, but not limited to, decoding and word recognition  
18 instruction in the tiered delivery system. Beginning with the 2027-  
19 2028 school year, if a reliable and valid universal screening  
20 assessment indicates that a pupil is exhibiting characteristics of  
21 dyslexia or indicates that the pupil is experiencing difficulty in  
22 learning to decode accurately and efficiently, a reading  
23 intervention program provided under this section must be part of a  
24 multi-tiered system of support (MTSS). The multi-tiered system of  
25 support (MTSS) 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 3 distinct tiers of instructional support.

2 (c) Tier 1 support of the 3 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, unless such instructional methods and curriculum  
18 resources are being used to confirm the meaning of unknown words  
19 after decoding has been attempted:

20 (A) Prompting pupils to guess unknown words using pictures and  
21 illustrations.

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

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

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

28 (E) Using predictable text and leveled text to provide initial  
29 word recognition instruction and practice in reading new learned

1 letter-sound correspondences.

2 (d) Tier 2 support of the 3 distinct tiers of instructional  
3 support described in subdivision (b) must be provided to small  
4 groups of pupils to whom at least 1 of the following applies:

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

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

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

27 (f) Provide that pupils receiving intervention consisting of  
28 tier 2 support, as described in subdivision (d), must have their  
29 progress monitored by the individuals providing the intervention

1 instruction using appropriate assessments to determine the pupils'  
2 response to intervention instruction.

3 (g) Provide that, if pupils who are receiving intervention at  
4 the tier 2 level of support as described in this subsection are not  
5 making measurable progress in response to reading intervention at a  
6 rate that will result in meaningful improvements in performance,  
7 intensive tier 3 support must be provided to the pupil using  
8 evidence-based instructional adaptations that must be documented in  
9 the pupil's individual reading improvement plan. If the pupil is  
10 determined to have a specific learning disability in reading, these  
11 interventions may be provided through the student's individualized  
12 education plan.

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

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

23 (j) Provide that, if a pupil's response to the intervention  
24 instruction described in subdivisions (a) to (g) or subsection (10)  
25 is insufficient and there is reason to suspect the pupil has a  
26 disability, subject to state and federal laws concerning special  
27 education, the school district, intermediate school district, or  
28 public school academy must consider the need for a full and  
29 comprehensive evaluation to determine eligibility for special

1 education services.

2 (24) Beginning with the 2027-2028 school year, if a reliable  
3 and valid universal screening assessment indicates the need for  
4 intervention, to the extent that the school district, intermediate  
5 school district, or public school academy is not already providing  
6 the pupil with the evidence-based intervention services described  
7 in subsections (10) and (23), the school district, intermediate  
8 school district, or public school academy in which the pupil is  
9 enrolled shall provide the pupil with evidence-based intervention  
10 services that are grounded in the science of reading and the  
11 principles of structured literacy approaches or programs.

12 (25) A school district, an intermediate school district, or a  
13 public school academy shall ensure that the necessary  
14 accommodations or equipment are provided to pupils 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 (26) If the parent or legal guardian of a pupil has an  
19 independent, comprehensive evaluation conducted for dyslexia or  
20 other learning disabilities, the school district, intermediate  
21 school district, or public school academy in which the pupil is  
22 enrolled shall ensure that any applicable requirements under the  
23 individuals with disabilities education act, Public Law 108-446,  
24 are fulfilled.

25 (27) ~~(9)~~ If a school district or public school academy cannot  
26 furnish the number of teachers needed to satisfy 1 or more of the  
27 criteria set forth in this section for a school year, then by the  
28 August 15 before the beginning of that school year the school  
29 district or public school academy shall develop a staffing plan for

1 providing services under this section. The school district or  
2 public school academy shall post the staffing plan on its website  
3 for the applicable school year. The staffing plan must include at  
4 least all of the following:

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

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

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

12 **(28)** ~~(10)~~—This section does not require or state an intention  
13 to require a school district or public school academy to supplant  
14 state funds with federal funds for implementing or supporting the  
15 activities under this section and does not prohibit a school  
16 district or public school academy from continuing to use federal  
17 funds for any of the purposes or activities described in this  
18 section.

19 **(29)** ~~(11)~~—For pupils identified as English language learners  
20 by the pupil's teacher **or other school staff** or by ~~the diagnostic~~  
21 ~~reading assessment selected by the school district or public school~~  
22 ~~academy under subsection (2) (a),~~ **a state-required language**  
23 **proficiency assessment**, if available staff resources allow, a  
24 school district or public school academy is encouraged to provide  
25 the following intervention services in addition to those required  
26 under subsection ~~(3) (e)~~: **(10) (c)** :

27 (a) Instruction in the pupil's native language, with  
28 withdrawal of that instruction as appropriate as the pupil improves  
29 the pupil's English language skills. A school district or public

1 school academy is encouraged to provide this support for at least  
2 pupils whose native language is Spanish, Chinese, Hindi, Korean, or  
3 Arabic.

4 (b) Opportunities for speech production.

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

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

9 (30) An individual who is not a district-identified literacy  
10 coach may be utilized to meet the requirements under subsection  
11 (1) (b) (i) and (ii) if that individual meets the requirements that a  
12 district-identified literacy coach must meet under subsection  
13 (1) (b) (iv) .

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

21 (32) ~~(12)~~As used in this section:

22 (a) "Benchmark assessment" means an assessment administered  
23 periodically throughout a school year and used for 1 or more of the  
24 following purposes:

25 (i) To predict and identify learner readiness for success on a  
26 later summative assessment.

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

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

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

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

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

11           (e) "Cumulative" means the practice of basing new concepts on  
12 those previously learned and maximizing retention of concepts  
13 through regular, systematic review to gain automaticity and  
14 fluency.

15           (f) "Diagnostic instruction" means continuous assessment and  
16 individualization of instruction to meet each pupil's instructional  
17 needs.

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

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

25           (ii) A specific learning disorder that may include secondary  
26 consequences, such as problems in reading comprehension and a  
27 reduced reading experience that can impede the growth of vocabulary  
28 and lead to social, emotional, and behavioral difficulties.

29           (h) ~~(b)~~—"Evidence-based" means ~~based in research and with~~

1 ~~proven efficacy~~ an activity, program, process, service, strategy,  
2 or intervention that demonstrates statistically significant effects  
3 on improving pupil outcomes or other relevant outcomes and that  
4 meets at least both of the following:

5 (i) At least 1 of the following:

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

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

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

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

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

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

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

25 (k) "Intervention response team" means a group of individuals  
26 with expertise in assessments, literacy, working with English  
27 language learners, working with pupils with disabilities, and  
28 behavioral efforts who develop individualized plans to support  
29 pupils with significant and persistent needs. An intervention



1 response team must include at least 1 certificated teacher who has  
2 English as a second language or bilingual education as an  
3 endorsement on the teacher's certificate.

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

12 (m) "Multi-tiered system of support (MTSS)" means a  
13 comprehensive framework that includes 3 distinct tiers of  
14 instructional support and is composed of a collection of evidence-  
15 based strategies designed to meet the individual needs and assets  
16 of a whole pupil at all achievement levels.

17 (n) "Phonemic awareness" means the conscious awareness of all  
18 of the following:

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

21 (ii) The ability to consciously manipulate through, including,  
22 but not limited to, matching, blending, segmenting, deleting, or  
23 substituting, individual speech sounds described in subparagraph  
24 (i).

25 (iii) All levels of the speech sound system, including, but not  
26 limited to, word boundaries, rhyme recognition, stress patterns,  
27 syllables, onset-rime units, and phonemes.

28 (o) "Predictable text" means text that replicates language  
29 patterns using rhythm and rhyme to teach pupils phrasing and

1 cadence.

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

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

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

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

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

27 (u) "Screening assessment" means an assessment designed to  
28 proactively identify pupils who may be at risk of developing  
29 academic, social, emotional, or behavioral challenges so that

1 support can be provided and to provide data to inform systems-level  
2 decisions. All of the following apply to a screening assessment:

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

8 (A) Phonemic awareness.

9 (B) Rapid automatized naming.

10 (C) Letter-sound correspondence.

11 (D) Single-word reading.

12 (E) Nonsense-word reading.

13 (F) Oral passage reading fluency.

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

19 (A) Retelling.

20 (B) Cloze reading procedure.

21 (C) Answering questions about a reading passage.

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

24 (w) "Structured literacy" means systematic, direct, explicit,  
25 cumulative, and diagnostic instruction that integrates listening,  
26 speaking, reading, and writing and emphasizes the structure of  
27 language across the speech sound system (phonology); the writing  
28 system (orthography); the structure of sentences (syntax); the  
29 meaningful parts of words (morphology); the meaning of words,

1 phrases, sentences, and text (semantics); and the processing of  
2 oral and written discourse.

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

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

7 Enacting section 1. This amendatory act does not take effect  
8 unless Senate Bill No. 568 of the 102nd Legislature is enacted into  
9 law.