

DRAFT 2
SUBSTITUTE FOR
HOUSE BILL NO. 5144

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

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

1 **SEC. 1280G. (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 READING ON THE GRADE 3 STATE ASSESSMENT:**

4 **(A) DEVELOP AND SUBMIT TO THE SENATE AND HOUSE STANDING**
5 **COMMITTEES ON EDUCATION A REPORT IDENTIFYING PROGRAMS THAT HAVE**
6 **BEEN DEMONSTRATED TO BE SUCCESSFUL IN HELPING LOW-PERFORMING**
7 **ELEMENTARY GRADE STUDENTS TO BECOME MORE PROFICIENT IN READING.**

8 **(B) RECOMMEND OR DEVELOP 1 OR MORE READING PROGRAMS FOR**
9 **IMPROVING THE READING SKILLS OF PUPILS TO A LEVEL THAT WILL ALLOW**
10 **THEM TO BECOME PROFICIENT IN READING BY THE END OF GRADE 3, AS**



1 MEASURED BY THE GRADE 3 STATE ASSESSMENT. THE PROGRAM OR PROGRAMS
2 SHALL FOCUS ON DIAGNOSTIC EVALUATION, EARLY INTERVENTION, TUTORING,
3 AND MENTORING.

4 (C) DEVELOP A PROCESS TO ALLOW PUPILS TO RETAKE THE GRADE 3
5 READING ASSESSMENT AS ALLOWED UNDER SECTION 1280F.

6 (D) RECOMMEND OR DEVELOP A READING/LITERACY COACH MODEL WITH
7 THE FOLLOWING FEATURES:

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

11 (A) EACH OF THE MAJOR READING COMPONENTS AS NEEDED, BASED ON
12 AN ANALYSIS OF PUPIL PERFORMANCE DATA.

13 (B) ADMINISTERING AND ANALYZING INSTRUCTIONAL ASSESSMENTS.

14 (C) PROVIDING DIFFERENTIATED INSTRUCTION AND INTENSIVE
15 INTERVENTION.

16 (ii) A READING/LITERACY COACH SHALL ALSO DO ALL OF THE
17 FOLLOWING:

18 (A) MODEL EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TEACHERS.

19 (B) FACILITATE STUDY GROUPS.

20 (C) TRAIN TEACHERS IN DATA ANALYSIS AND USING DATA TO
21 DIFFERENTIATE INSTRUCTION.

22 (D) COACH AND MENTOR COLLEAGUES.

23 (E) PROVIDE DAILY SUPPORT TO TEACHERS.

24 (F) WORK WITH TEACHERS TO ENSURE THAT RESEARCH-BASED READING
25 PROGRAMS SUCH AS COMPREHENSIVE CORE READING PROGRAMS, SUPPLEMENTAL
26 READING PROGRAMS, AND COMPREHENSIVE INTERVENTION READING PROGRAMS
27 ARE IMPLEMENTED WITH FIDELITY.



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

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

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

(J) CONTINUE TO INCREASE HIS OR HER KNOWLEDGE BASE IN BEST PRACTICES IN READING INSTRUCTION, INTERVENTION, AND INSTRUCTIONAL READING STRATEGIES.

(K) WORK FREQUENTLY WITH PUPILS IN WHOLE AND SMALL GROUP INSTRUCTION IN THE CONTEXT OF MODELING AND COACHING IN OTHER TEACHERS' CLASSROOMS.

(iii) IN THE CONTEXT OF PERFORMING THE FUNCTIONS DESCRIBED IN SUBPARAGRAPH (ii), A READING/LITERACY COACH SHALL NOT BE ASKED TO PERFORM ADMINISTRATIVE FUNCTIONS THAT WILL CONFUSE HIS OR HER ROLE FOR TEACHERS AND SHALL SPEND ONLY LIMITED TIME ADMINISTERING OR COORDINATING ASSESSMENTS.

(iv) A READING/LITERACY COACH MUST MEET ALL OF THE FOLLOWING:

(A) HAS EXPERIENCE AS A SUCCESSFUL CLASSROOM TEACHER.

(B) EXHIBITS KNOWLEDGE OF SCIENTIFICALLY BASED READING RESEARCH, SPECIAL EXPERTISE IN QUALITY READING INSTRUCTION AND INFUSING READING STRATEGIES INTO CONTENT AREA INSTRUCTION, AND DATA MANAGEMENT SKILLS.

(C) HAS A STRONG KNOWLEDGE BASE IN WORKING WITH ADULT



1 LEARNERS.

2 (D) IS AN EXCELLENT COMMUNICATOR WITH OUTSTANDING
3 PRESENTATION, INTERPERSONAL, AND TIME MANAGEMENT SKILLS.

4 (E) HAS A MINIMUM OF A BACHELOR'S DEGREE AND ADVANCED
5 COURSEWORK OR PROFESSIONAL DEVELOPMENT IN READING.

6 (F) HOLDS APPROPRIATE CERTIFICATION IN THE AREA OF READING, OR
7 IS WORKING TOWARD THAT STATUS BY COMPLETING AT LEAST 6 SEMESTER
8 CREDIT HOURS OF COLLEGE COURSEWORK IN READING PER YEAR.

9 (v) A READING/LITERACY COACH SHALL NOT BE ASSIGNED A REGULAR
10 CLASSROOM TEACHING ASSIGNMENT, BUT SHALL BE EXPECTED TO WORK
11 FREQUENTLY WITH PUPILS IN WHOLE AND SMALL GROUP INSTRUCTION IN THE
12 CONTEXT OF MODELING AND COACHING IN OTHER TEACHERS' CLASSROOMS.

13 (2) BEGINNING IN THE 2015-2016 SCHOOL YEAR, THE BOARD OF A
14 SCHOOL DISTRICT OR BOARD OF DIRECTORS OF A PUBLIC SCHOOL ACADEMY
15 SHALL DO ALL OF THE FOLLOWING TO HELP ENSURE THAT MORE PUPILS WILL
16 ACHIEVE A SCORE OF AT LEAST PROFICIENT IN READING ON THE GRADE 3
17 STATE ASSESSMENT:

18 (A) USE EFFECTIVE EARLY SCREENING INSTRUMENTS TO IDENTIFY
19 EARLY LITERACY DELAYS FOR ALL PUPILS IN GRADES K TO 2 AND FOR GRADE
20 3 PUPILS WHO HAVE PREVIOUSLY BEEN IDENTIFIED AS EXPERIENCING EARLY
21 LITERACY DELAYS. THIS EARLY SCREENING SHALL BE CONDUCTED WITHIN THE
22 FIRST 30 SCHOOL DAYS OF EACH SCHOOL YEAR.

23 (B) SUBMIT EARLY LITERACY DATA TO THE DEPARTMENT ANNUALLY IN
24 THE FORM AND MANNER PRESCRIBED BY THE DEPARTMENT.

25 (C) CREATE INDIVIDUAL PROFESSIONAL DEVELOPMENT PLANS FOR
26 TEACHERS. AN INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN SHALL REQUIRE
27 A SCHOOL PRINCIPAL OR CHIEF ADMINISTRATOR TO DO ALL OF THE



1 FOLLOWING:

2 (i) TARGET SPECIFIC AREAS OF PROFESSIONAL DEVELOPMENT NEED
3 BASED ON ASSESSMENT DATA AND REFLECT THOSE TARGETED GOALS IN THE
4 INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN.

5 (ii) DIFFERENTIATE AND INTENSIFY PROFESSIONAL DEVELOPMENT FOR
6 TEACHERS BASED ON DATA GATHERED BY MONITORING TEACHER PROGRESS.

7 (iii) IDENTIFY MENTOR TEACHERS AND ESTABLISH MODEL CLASSROOMS
8 WITHIN THE SCHOOL.

9 (iv) ENSURE THAT TIME IS PROVIDED FOR TEACHERS TO MEET WEEKLY
10 FOR PROFESSIONAL DEVELOPMENT.

11 (D) EMPLOY READING/LITERACY COACHES, USING THE
12 READING/LITERACY COACH MODEL DEVELOPED BY THE DEPARTMENT UNDER
13 SUBSECTION (1) (D) FOR THE SCHOOLS DETERMINED TO HAVE THE GREATEST
14 NEED BASED ON PUPIL PERFORMANCE DATA; EXPERIENCE AND EXPERTISE OF
15 THE ADMINISTRATION AND FACULTY IN READING ASSESSMENT, INSTRUCTION,
16 AND INTERVENTION; AND RECEPTIVENESS OF ADMINISTRATION AND FACULTY
17 TO THE COACHING MODEL.

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

23 (3) SCHOOL DISTRICTS AND PUBLIC SCHOOL ACADEMIES ARE
24 ENCOURAGED TO PROVIDE READING INTERVENTION PROGRAMS FOR PUPILS IN
25 GRADES K TO 3, WHICH MAY INCLUDE, BUT ARE NOT LIMITED TO, THE
26 FOLLOWING:

27 (A) FOR PUPILS WHO EXHIBIT A READING DEFICIENCY, A READING



1 INTERVENTION PROGRAM INTENDED TO ENSURE THAT PUPILS ARE PROFICIENT
2 READERS BY THE END OF GRADE 3 AND THAT INCLUDES SOME OR ALL OF THE
3 FOLLOWING FEATURES:

4 (i) IS PROVIDED TO ALL K-3 PUPILS IDENTIFIED WITH A READING
5 DEFICIENCY BASED ON LOCAL OR STATEWIDE ASSESSMENTS.

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 IS
9 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 PHONEMIC AWARENESS,
16 PHONICS, FLUENCY, VOCABULARY, AND COMPREHENSION.

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

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

21 (v) PROVIDES PARENTS A "READ AT HOME" PLAN OUTLINED IN A
22 PARENTAL CONTRACT, INCLUDING PARTICIPATION IN PARENT TRAINING
23 WORKSHOPS AND REGULAR PARENT-GUIDED HOME READING.

24 (B) FOR PUPILS WHO SCORE PARTIALLY PROFICIENT ON THE STATEWIDE
25 READING ASSESSMENT, A READING INTERVENTION PROGRAM INTENDED TO
26 CORRECT THE IDENTIFIED AREA OR AREAS OF READING DEFICIENCY AND THAT
27 INCLUDES SOME OR ALL OF THE FOLLOWING FEATURES:



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

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

5 (iii) PROVIDES DAILY TARGETED SMALL GROUP READING INTERVENTION
6 BASED ON PUPIL NEEDS AS DETERMINED BY ASSESSMENT DATA, INCLUDING
7 EXPLICIT AND SYSTEMATIC INSTRUCTION WITH MORE DETAILED
8 EXPLANATIONS, MORE EXTENSIVE OPPORTUNITIES FOR GUIDED PRACTICE, AND
9 MORE OPPORTUNITIES FOR ERROR CORRECTION AND FEEDBACK.

10 (iv) PROVIDES ADMINISTRATION OF ONGOING PROGRESS MONITORING
11 ASSESSMENTS TO FREQUENTLY MONITOR PUPIL PROGRESS.

12 (v) PROVIDES SUPPLEMENTAL RESEARCH-BASED READING INTERVENTION
13 DELIVERED BY A TEACHER OR TUTOR WITH SPECIALIZED READING TRAINING
14 THAT IS PROVIDED BEFORE SCHOOL, AFTER SCHOOL, OR BOTH.

15 (vi) PROVIDES PARENTS A "READ AT HOME" PLAN OUTLINED IN A
16 PARENTAL CONTRACT, INCLUDING PARTICIPATION IN PARENT TRAINING
17 WORKSHOPS AND REGULAR PARENT-GUIDED HOME READING.

18 (C) FOR PUPILS WHO ARE RETAINED AT GRADE LEVEL, A READING
19 INTERVENTION PROGRAM THAT IS INTENDED TO CORRECT THE PUPIL'S
20 SPECIFIC READING DEFICIENCY, AS IDENTIFIED BY A VALID AND RELIABLE
21 ASSESSMENT, THAT INCLUDES EFFECTIVE INSTRUCTIONAL STRATEGIES
22 NECESSARY TO ASSIST THOSE PUPILS IN BECOMING SUCCESSFUL READERS,
23 AND THAT INCLUDES SOME OR ALL OF THE FOLLOWING FEATURES:

24 (i) A REDUCED PUPIL-TEACHER RATIO.

25 (ii) A HIGHLY EFFECTIVE TEACHER OF READING AS DETERMINED BY THE
26 TEACHER EVALUATION SYSTEM UNDER SECTION 1249.

27 (iii) READING PROGRAMS THAT ARE RESEARCH-BASED AND HAVE PROVEN



1 RESULTS IN ACCELERATING PUPIL READING ACHIEVEMENT WITHIN THE SAME
2 SCHOOL YEAR.

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

6 (v) DAILY TARGETED SMALL GROUP READING INTERVENTION BASED ON
7 PUPIL NEEDS, DETERMINED BY ASSESSMENT DATA, INCLUDING EXPLICIT AND
8 SYSTEMATIC INSTRUCTION WITH MORE DETAILED EXPLANATIONS, MORE
9 EXTENSIVE OPPORTUNITIES FOR GUIDED PRACTICE, AND MORE OPPORTUNITIES
10 FOR ERROR CORRECTION AND FEEDBACK.

11 (vi) ADMINISTRATION OF ONGOING PROGRESS MONITORING ASSESSMENTS
12 TO FREQUENTLY MONITOR PUPIL PROGRESS.

13 (vii) SUPPLEMENTAL RESEARCH-BASED READING INTERVENTION
14 DELIVERED BY A TEACHER OR TUTOR WITH SPECIALIZED READING TRAINING
15 THAT IS PROVIDED BEFORE SCHOOL, AFTER SCHOOL, OR BOTH.

16 (viii) PROVIDES PARENTS A "READ AT HOME" PLAN OUTLINED IN A
17 PARENTAL CONTRACT, INCLUDING PARTICIPATION IN PARENT TRAINING
18 WORKSHOPS AND REGULAR PARENT-GUIDED HOME READING.

19 (4) FOR ALL GRADE 3 PUPILS SCORING NOT PROFICIENT ON THE GRADE
20 3 STATEWIDE READING ASSESSMENT, SCHOOL DISTRICTS AND PUBLIC SCHOOL
21 ACADEMIES ARE ENCOURAGED TO OFFER SUMMER READING CAMPS STAFFED WITH
22 HIGHLY EFFECTIVE TEACHERS OF READING, AS DETERMINED BY THE TEACHER
23 EVALUATION SYSTEM UNDER SECTION 1249, PROVIDING READING
24 INTERVENTION SERVICES AND SUPPORTS TO CORRECT PUPILS' IDENTIFIED
25 AREAS OF READING DEFICIENCY.

26 Enacting section 1. This amendatory act does not take effect
27 unless House Bill No. 5111 of the 97th Legislature is enacted into



1 law.

