

**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), approve** 3 or more valid
6 and reliable screening, ~~formative, progress-monitoring,~~ and
7 diagnostic reading ~~assessment systems~~ **assessments** for selection and
8 use by school districts and public school academies in accordance



1 with the following:

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

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

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

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

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

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

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

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

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

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

28 (C) Providing differentiated instruction and intensive
29 intervention, **including, but not limited to, methods to intensify**



1 **instructional interventions for decoding and word recognition.**

2 (D) Using progress monitoring.

3 (E) Identifying and addressing reading deficiency.

4 **(F) Using evidence-based instructional methods and the**
 5 **features of evidence-based interventions for pupils who experience**
 6 **difficulties with decoding and word recognition.**

7 **(G) The professional learning requirements under subsection**
 8 **(6), as appropriate.**

9 **(H) The appropriate use of statewide professional learning**
 10 **tools and evidence-based practices that meet the research**
 11 **requirements consistent with the science of reading.**

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

15 (A) Model ~~effective~~ **evidence-based** instructional strategies
 16 for teachers.

17 (B) Facilitate study groups.

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

21 **(D) ~~(C)~~ Train teachers and school staff** in data analysis and
 22 using data to differentiate instruction.

23 **(E) ~~(D)~~ Coach and mentor colleagues.**

24 **(F) ~~(E)~~ Work with teachers to ensure that evidence-based**
 25 **reading ~~programs~~ curriculum resources** such as comprehensive core
 26 **reading ~~programs,~~ supplemental curriculum resources and reading**
 27 **intervention programs, ~~and comprehensive intervention reading~~**
 28 **~~programs~~ are implemented with fidelity.**

29 **(G) ~~(F)~~ Train teachers and school staff to ~~diagnose~~ identify**



1 and address reading deficiency.

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

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

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

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

15 (L) ~~(K)~~—For each teacher who teaches in a classroom for grades
16 K to 3, model for the teacher, and coach the teacher in,
17 instruction with pupils in whole and small groups.

18 (iii) In the context of performing the functions described in
19 subparagraph (ii), ~~an early-a district-identified~~ literacy coach
20 must not be asked to perform administrative functions that will
21 confuse the ~~early-district-identified~~ literacy coach's role for
22 ~~teachers-a teacher's role.~~

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

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

26 (B) Have sufficient knowledge of scientifically based reading
27 research, special expertise in quality reading instruction and
28 infusing reading strategies into content area instruction, and data
29 management skills.



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

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

5 **(E) By the beginning of the 2027-2028 school year, meet the**
6 **professional learning requirements under subsection (6).**

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

12 **(2) Beginning not later than September 1, 2024, the department**
13 **shall develop dyslexia expertise to provide technical assistance to**
14 **school districts, intermediate school districts, and public school**
15 **academies regarding dyslexia and underlying factors that place**
16 **pupils at risk for difficulties in learning to decode accurately**
17 **and efficiently. In consultation with the advisory committee**
18 **described in section 1280h, the department shall offer expertise**
19 **under this subsection by providing guidance on at least all of the**
20 **following:**

21 (a) The appropriate selection and use at each grade level of
22 reliable and valid universal screening assessments for the
23 identification of pupils who exhibit characteristics of dyslexia
24 and pupils who display difficulties in learning to decode
25 accurately and efficiently, including those described in subsection
26 (1), to minimize the impact on instructional time.

27 (b) Structured literacy.

28 (c) Evidence-based instructional methods and the features of
29 evidence-based interventions for pupils exhibiting the



1 characteristics of dyslexia or pupils who have difficulties in
2 learning to decode accurately and efficiently that include
3 instructional methods and curriculum resources that use a code
4 emphasis approach to address the decoding and word-recognition
5 components of reading and that are supported by the science of
6 reading. Except as otherwise provided in this section, the
7 instructional methods and curriculum resources described in this
8 subdivision must not include instructional methods or curriculum
9 resources that minimize the importance of primarily using letter-
10 sound information to decode or recognize unknown words, including,
11 but not limited to, any of the uses of letter-sound information
12 described in subsection (21) (c) (iii) (A) to (E).

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

15 (3) To support the implementation of the requirements under
16 this section, the department, in consultation with the advisory
17 committee described in section 1280h and based on current research,
18 shall regularly review and update the Michigan Dyslexia Handbook or
19 a similar publicly available dyslexia resource guide that includes
20 information regarding the education of pupils with dyslexia or
21 characteristics of dyslexia, to be used by school districts,
22 intermediate school districts, and public school academies. Reviews
23 and updates under this subsection must be conducted at an interval
24 not to exceed 5 years.

25 (4) Between August 1, 2024 and December 1, 2025, the
26 department shall update its list of approved valid and reliable
27 screening, progress monitoring, and diagnostic reading assessments
28 for selection and use by school districts and public school
29 academies under subsection (1) and, in addition to meeting



1 applicable requirements under subsection (1), identify, within each
2 approved assessment for selection and use by school districts and
3 public school academies under subsection (1), a list of the
4 elements of a reliable and valid universal screening assessment for
5 the purpose of identifying pupils with characteristics of dyslexia
6 or difficulties in learning to decode accurately and efficiently
7 that are or are not included in the approved assessment.

8 (5) By not later than August 1, 2027, each school district,
9 intermediate school district, and public school academy shall
10 update its selection of a valid and reliable screening, progress-
11 monitoring, and diagnostic reading assessment under subsection (8)
12 to ensure that the selected system includes a reliable and valid
13 universal screening assessment in accordance with subsection (4)
14 and the guidance provided by the department under subsection (2),
15 if it does not do so already. In complying with this subsection, a
16 school district, intermediate school district, or public school
17 academy shall minimize the impact on instructional time by
18 selecting approved assessments that include elements fulfilling
19 multiple assessment requirements as described in subsection (17),
20 or, when appropriate, by adding approved assessment measures or
21 combining compatible approved assessments that, when utilized
22 together, include all of the elements of a reliable and valid
23 universal screening assessment.

24 (6) By not later than the beginning of the 2027-2028 school
25 year, each school district, intermediate school district, and
26 public school academy shall provide assurance to the department
27 that all literacy consultants, literacy coaches, and other
28 personnel providing reading intervention or reading instruction to
29 pre-K to grade 12 pupils in the school district, intermediate



1 school district, or public school academy received professional
2 learning regarding all of the following, as applicable:

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

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

10 (c) Instructional adjustments for pupils with dyslexia and
11 instructional adjustments to address the underlying factors that
12 place pupils at risk for difficulties in learning to decode
13 accurately and efficiently.

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

17 (e) Evidence-based instructional methods and features of
18 evidence-based interventions that are grounded in the science of
19 reading and principles of structured literacy that are designed for
20 pupils with characteristics of dyslexia and pupils at risk for
21 difficulties in learning to decode accurately and efficiently.

22 (f) Evidence-based instructional methods and features of
23 evidence-based interventions that are grounded in the science of
24 reading and principles of structured literacy that are designed to
25 effectively meet the needs of most pupils.

26 (7) The completion of a program of study approved under
27 section 1531e fulfills the requirements of subsection (6).

28 (8) ~~(2)~~—Subject to subsection ~~(10)~~, ~~(27)~~, the board of a
29 school district or board of directors of a public school academy



1 shall do all of the following to ensure that more pupils will
 2 achieve a score of at least proficient in English language arts on
 3 the grade 3 state assessment:

4 (a) Select 1 valid and reliable screening, ~~formative,~~¹
 5 **progress-monitoring assessment**, and diagnostic reading ~~assessment~~
 6 ~~system-assessments~~ from the ~~assessment systems-assessments~~ approved
 7 by the department under subsection (1)(a). A school district or
 8 public school academy shall use ~~this assessment system~~ **these**
 9 **assessments** for pupils in grades K to 3 to screen and ~~diagnose~~
 10 **identify** difficulties, inform instruction and intervention needs,
 11 and assess progress toward a growth target. A school district or
 12 public school academy periodically shall assess a pupil's progress
 13 in reading skills at least 3 times per school year in grades K to
 14 3. The first of these assessments for a school year in kindergarten
 15 must be conducted within the first 90 school days of the school
 16 year. The first of these assessments for a school year in grades 1
 17 to 3 must be conducted within the first 30 school days of the
 18 school year. **Beginning in the 2027-2028 school year, screening of**
 19 **pupils in grades K to 3 under this subdivision must meet the**
 20 **requirements in subsections (14), (15), (16), (18), and (19).**

21 (b) **Report to CEPI the approved assessments that have been**
 22 **selected under subdivision (a) and the threshold scores that have**
 23 **been set to identify pupils as exhibiting reading proficiency or**
 24 **reading deficiency using each assessment.**

25 (c) ~~(b)~~ For any pupil in grades K to 3 who exhibits a reading
 26 deficiency at any time, based upon the reading assessment ~~system~~
 27 selected and used under subdivision (a), provide an individual
 28 reading improvement plan for the pupil within 30 days after the
 29 identification of the reading deficiency. The individual reading



1 improvement plan must be created by the pupil's teacher, school
 2 principal, and parent or legal guardian and other pertinent school
 3 personnel, and must describe the reading intervention services the
 4 pupil will receive to remedy the reading deficiency. A school
 5 district or public school academy shall provide ~~intensive~~ reading
 6 intervention for the pupil in accordance with the individual
 7 reading improvement plan until the pupil no longer has a reading
 8 deficiency.

9 **(d)** ~~(e)~~—If a pupil in grades K to 3 is identified as having an
 10 early literacy delay or reading deficiency, provide written notice
 11 **that meets the requirements in subsection (24)** to the pupil's
 12 parent or legal guardian of the delay or reading deficiency in
 13 writing and provide tools to assist the parent or legal guardian to
 14 engage in intervention and to address or correct any reading
 15 deficiency at home.

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

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

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

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

26 (iv) Ensure that time is provided for teachers to meet for
 27 professional development.

28 **(f)** ~~(e)~~—Utilize ~~, at least,~~ early literacy coaches provided
 29 through the intermediate school district in which the school



1 district or public school academy is located, as provided for under
 2 section 35a(4) of the state school aid act of 1979, MCL 388.1635a.
 3 However, a public school academy may use ~~an early-a~~ literacy coach
 4 provided by the public school academy, at the expense of the public
 5 school academy, rather than using ~~an early-a~~ literacy coach
 6 provided through an intermediate school district if the ~~early~~
 7 literacy coach and the usage of the ~~early~~-literacy coach otherwise
 8 meet the requirements of this section.

9 (9) ~~(3)~~ Subject to subsection ~~(10)~~, ~~(27)~~, a school district or
 10 public school academy shall provide reading intervention ~~programs~~
 11 for pupils in grades K to 3 **and for pupils in any grade required to**
 12 **have a reading intervention plan under subsection (21)**, including
 13 at least all of the following, **as applicable**:

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

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

25 (ii) Periodically screens ~~and monitors the progress of each~~
 26 pupil's reading skills ~~—~~at least 3 times per year **and monitors the**
 27 **progress of each pupil's reading skills as recommended by the**
 28 **progress-monitoring assessment guidelines provided under subsection**
 29 **(2)**.



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

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

6 (A) Assists pupils exhibiting a reading deficiency in
 7 developing the ability to read at grade level.

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

13 (C) **Provides extensive explicit instruction consistent with**
 14 **structured literacy in decoding, word recognition, and language**
 15 **comprehension skills and processes for skillful reading.**

16 (D) ~~(C)~~ Is systematic ~~,~~ **and** explicit. ~~,~~ ~~multisensory,~~ ~~and~~
 17 ~~sequential.~~

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

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

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

27 (vii) Documents any dissenting opinions expressed by school
 28 personnel or a parent or legal guardian concerning the individual
 29 reading improvement plan provided for the pupil under subsection



1 ~~(2)(b)~~. **(8)(c)**.

2 (b) For grade 3 pupils exhibiting a reading deficiency as
 3 determined by the pupil's teacher through the ~~diagnostic reading~~
 4 **screening assessment system and other assessments** selected by the
 5 school district or public school academy under subsection ~~(2)(a)~~,
 6 **(8)(a) and for pupils in grades K to 12 who are receiving**
 7 **increasingly intensive tier 2 and tier 3 support as described in**
 8 **subsection (21)(g)**, a reading intervention program intended to
 9 correct the identified area or areas of reading deficiency and that
 10 includes all of the following features as needed by the individual
 11 pupil:

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

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

17 (iii) Provides daily targeted small group or 1-to-1 reading
 18 intervention based on pupil needs as determined by assessment data,
 19 including explicit and systematic instruction with more detailed
 20 and varied explanations, more extensive opportunities for guided
 21 practice, and more opportunities for error correction and feedback.

22 (iv) Provides administration of ongoing progress monitoring
 23 assessments to frequently monitor pupil progress.

24 (v) **Provides a written description of the pupil's individual**
 25 **reading intervention program, including at least all of the**
 26 **following:**

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



1 (B) The type, content, frequency, and duration of evidence-
 2 based interventions, curriculum resources, and assessments that
 3 will be utilized, and the extent to which these conform to best
 4 practices identified by the department for addressing the pupil's
 5 specific identified reading difficulties.

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

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

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

16 (vi) Is administered with fidelity.

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

22 (viii) ~~(vi)~~ Provides parents, legal guardians, or other providers
 23 of care for a pupil with a read-at-home plan, including parent,
 24 guardian, or care provider training workshops and regular home
 25 reading.

26 (ix) ~~(vii)~~ Documents efforts by the pupil's school to engage the
 27 pupil's parent or legal guardian and whether ~~or not~~ those efforts
 28 were successful.

29 (x) ~~(viii)~~ Documents any dissenting opinions expressed by school



1 personnel or a parent or legal guardian concerning the individual
 2 reading improvement plan provided for the pupil under subsection
 3 ~~(2)(b)~~. **(8)(c)**.

4 (c) Subject to subsection ~~(11)~~, **(28)**, for pupils ~~identified as~~
 5 **who are** English language learners ~~by the pupil's teacher or by the~~
 6 ~~diagnostic reading assessment selected by the school district or~~
 7 ~~public school academy under subsection (2)(a)~~, **and who have been**
 8 **identified as demonstrating characteristics of dyslexia or**
 9 **difficulty decoding by an appropriate screening assessment**
 10 **administered under subsection (19) or (21) that is consistent with**
 11 **department guidance provided under subsection (2) to distinguish**
 12 **characteristics of dyslexia from limited English proficiency,**
 13 intervention services that include at least all of the following:

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

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

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

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

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

22 **(ii) Language comprehension skills to support expanding**
 23 **vocabulary and understanding text.**

24 **(iii) Intentional English language development that includes,**
 25 **but is not limited to, using only the words and text to teach**
 26 **decoding and word recognition.**

27 **(iv) Instruction meeting the criteria listed in subdivision**
 28 **(a)(iv).**

29 **(10)** ~~(4)~~ For all pupils exhibiting a reading deficiency as



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

9 **(11)** ~~(5)~~—After the department finalizes the scoring for the
 10 grade 3 state assessments, the department shall provide CEPI with
 11 the grade 3 state assessment scores for every grade 3 pupil
 12 enrolled in a public school in this state who was administered 1 or
 13 more of those assessments.

14 **(12)** ~~(6)~~—After CEPI receives the grade 3 state assessment
 15 results from the department under subsection ~~(5)~~, **(11)**, using those
 16 state assessment results, CEPI shall identify each pupil completing
 17 grade 3 that year who has a reading deficiency and shall notify the
 18 parent or legal guardian and the school district or public school
 19 academy of each of these pupils that the pupil has a reading
 20 deficiency; shall include an explanation in the notification
 21 concerning what constitutes a reading deficiency; and shall
 22 include, in the notification, information concerning interventions
 23 that are available to the pupil to address the pupil's reading
 24 deficiency. A school district or public school academy may also
 25 make its own notification to a parent or guardian in addition to
 26 the notification by CEPI.

27 **(13)** ~~(7)~~—Except as otherwise provided in this section, for a
 28 ~~grade 3~~ pupil who has a reading deficiency based on the ~~grade 3~~
 29 ~~state English language arts assessment~~, **screening assessment**, the



1 school district or public school academy shall provide ~~only~~
 2 ~~through grade 4,~~ a reading intervention program that is intended to
 3 correct the pupil's specific reading deficiency, as identified by a
 4 valid and reliable assessment. ~~This program~~ **The intervention** must
 5 include ~~effective~~ **evidence-based** instructional strategies ~~necessary~~
 6 **that are aligned to the research requirements consistent with the**
 7 **science of reading** to assist the pupil in becoming a successful
 8 reader. ~~, and all of the following features, as appropriate for the~~
 9 ~~needs of the individual pupil:~~

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

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

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

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

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

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

23 ~~(d) Daily targeted small group or 1-to-1 reading intervention~~
 24 ~~that is based on pupil needs, determined by assessment data, and on~~
 25 ~~identified reading deficiencies and that includes explicit and~~
 26 ~~systematic instruction with more detailed and varied explanations,~~
 27 ~~more extensive opportunities for guided practice, and more~~
 28 ~~opportunities for error correction and feedback.~~

29 ~~(e) Administration of ongoing progress monitoring assessments~~



1 ~~to frequently monitor pupil progress toward a growth target.~~

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

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

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

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

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

29 **(b) Each pupil who is in kindergarten, grade 1, grade 2, or**



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

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

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

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

20 (ii) Effortful or laborious reading.

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

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

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

28 (vi) Low performance on school-district-, intermediate-school-
29 district-, or public-school-academy-approved standardized



1 assessments.

2 (vii) Reading deficiency.

3 (15) A school district, intermediate school district, or
4 public school academy shall screen pupils under subsection (14)
5 with fidelity.

6 (16) Pupils required to be screened under subsection (14) (a)
7 must be screened, as described in subsection (14), no fewer than 3
8 times during a school year. Pupils required to be screened under
9 subsection (14) (b) or (c) must be screened 3 times during a school
10 year.

11 (17) If the department determines that a benchmark assessment
12 or a valid and reliable screening, progress-monitoring, and
13 diagnostic reading assessment suite selected by the board of a
14 school district or the board of directors of a public school
15 academy under subsection (8) includes a reliable and valid
16 universal screening assessment, that interim assessment or
17 assessment system selected under subsection (8) may be utilized to
18 meet the requirement under subsection (14).

19 (18) Beginning with the 2027-2028 school year, for a pupil
20 described in subsection (14) (d), the school district, intermediate
21 school district, or public school academy in which the pupil is
22 enrolled shall ensure that additional assessment data is gathered,
23 including the pupil's historical results on reliable and valid
24 universal screening assessments as available, and shall review this
25 data with the pupil's teacher and school staff to inform the
26 frequency of screening assessments that should be administered to
27 the pupil to avoid unnecessary assessment while effectively
28 assessing whether the pupil demonstrates characteristics of
29 dyslexia, difficulties in learning to decode, or difficulties with



1 word reading that may require an intervention placement for the
2 pupil based on the guidance provided by the department under
3 subsection (2).

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

18 (20) Beginning in the 2027-2028 school year, a pupil who is an
19 English language learner and who has been assessed at a developing
20 level or higher on a state-required language proficiency
21 assessment, or at a comparable level in accordance with department
22 guidance under subsection (2), must be screened for characteristics
23 of dyslexia and difficulty decoding as appropriate for the pupil's
24 grade level under subsection (14), and, as appropriate and
25 consistent with department guidance, the pupil's screening must
26 include spelling skills, phonemic awareness in the pupil's native
27 language, and oral reading fluency in the pupil's native language.

28 (21) Beginning with the 2027-2028 school year, if a reliable
29 and valid universal screening assessment indicates that a pupil is



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

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

19 (b) Include 3 distinct tiers of instructional support.

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

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

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

26 (iii) For the instructional methods and curriculum resources
27 under this tier used to address the decoding and word-recognition
28 components of reading, use a code emphasis instructional approach
29 and be supported by the science of reading. Except as otherwise



1 provided in this section, the instructional methods and curriculum
2 resources described in this subparagraph must not include
3 instructional methods or curriculum resources that minimize the
4 importance of primarily using letter-sound information to decode or
5 recognize unknown words, including, but not limited to, any of the
6 following:

7 (A) Prompting pupils to guess unknown words using pictures and
8 illustrations.

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

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

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

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

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

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

24 (ii) Tier 1 instructional data indicate a need for intervention
25 to address difficulties in learning to decode and recognizing
26 words.

27 (e) Provide that tier 2 support, as described in subdivision
28 (d), must include instructional methods and curriculum resources
29 that use a code emphasis approach to address the decoding and word-



1 recognition components of reading and that are supported by the
2 science of reading. The instructional methods and curriculum
3 resources described in this subdivision must include, but are not
4 limited to, specialized instructional procedures, duration, and
5 frequency. However, these methods and resources must not include
6 instructional methods that minimize the importance of primarily
7 using letter-sound information to decode or recognize unknown
8 words, including, but not limited to, any of the uses of letter-
9 sound information described in subdivision (c) (iii) (A) to (E).

10 (f) Provide that pupils receiving intervention consisting of
11 tier 2 support, as described in subdivision (d), must have their
12 progress monitored by the individuals providing the intervention
13 instruction using appropriate assessments to determine the pupils'
14 response to intervention instruction.

15 (g) Provide that, if pupils who are receiving intervention at
16 the tier 2 level of support as described in this subsection are not
17 making measurable progress in response to reading intervention at a
18 rate that will result in meaningful improvements in performance,
19 intensive tier 3 support must be provided to the pupil using
20 evidence-based instructional adaptations that must be documented in
21 the pupil's individual reading intervention plan provided to the
22 pupil under subsection (9) (b).

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

26 (i) Provide that, for the purposes of subdivision (g), a
27 multidisciplinary team at the school district, intermediate school
28 district, or public school academy in which a pupil described in
29 subdivision (g) is enrolled shall refine the pupil's individual



1 reading improvement plan with the teacher providing the
2 intervention instruction to the pupil under subdivision (g) to
3 meaningfully accelerate reading outcomes.

4 (j) Provide that, if a pupil's response to the intervention
5 instruction described in subdivisions (a) to (g) or subsection (9)
6 is insufficient for accelerating reading outcomes after repeated
7 attempts to adapt and intensify the instruction, subject to state
8 and federal laws concerning special education, the school district,
9 intermediate school district, or public school academy must
10 consider the need for a full and comprehensive evaluation to
11 determine eligibility for special education services.

12 (22) Beginning with the 2027-2028 school year, if a reliable
13 and valid universal screening assessment indicates the need for
14 intervention, to the extent that the school district, intermediate
15 school district, or public school academy is not already providing
16 the pupil with the evidence-based intervention services described
17 in subsections (9) and (21), the school district, intermediate
18 school district, or public school academy in which the pupil is
19 enrolled shall provide the pupil with evidence-based intervention
20 services that are grounded in the science of reading and the
21 principles of structured literacy approaches or programs.

22 (23) If it is determined by the school district, intermediate
23 school district, or public school academy in which the pupil is
24 enrolled that a pupil has functional difficulties due to
25 characteristics of dyslexia or underlying factors that place pupils
26 at risk for difficulties in learning to decode accurately and
27 efficiently, the board of the school district or intermediate
28 school district or board of directors of the public school academy
29 in which the pupil is enrolled shall ensure that the necessary



1 accommodations or equipment are provided to the pupil as required
 2 under section 504 of title V of the rehabilitation act of 1973, 29
 3 USC 794, and title II of the Americans with disabilities act of
 4 1990, 42 USC 12131 to 12165.

5 (24) Beginning with the 2027-2028 school year, if it is
 6 determined by the pupil's school district, intermediate school
 7 district, or public school academy that the pupil needs tier 2
 8 support as described in subsection (21)(d) or the pupil is required
 9 to be given an individual reading intervention plan under this
 10 section, by not later than 30 days after either of those occurs, to
 11 the extent that a notification described in this subsection was not
 12 sent to the pupil's parent or legal guardian under subsection
 13 (8)(d), the board of the school district or intermediate school
 14 district or board of directors of the public school academy in
 15 which the pupil is enrolled shall ensure that the pupil's parent or
 16 legal guardian is sent a written notification that meets all of the
 17 following:

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

22 (b) Includes information concerning evidence-based
 23 instructional practices to be provided by school personnel that are
 24 grounded in the science of reading and the principles of structured
 25 literacy that are designed for pupils exhibiting the
 26 characteristics of dyslexia or difficulties in learning to decode
 27 accurately and efficiently.

28 (c) Includes information concerning instructional adjustments
 29 for pupils exhibiting difficulties in learning to decode accurately



1 and efficiently.

2 (d) Includes information describing the multi-tiered system of
3 support (MTSS) framework described in subsection (21).

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

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

16 (26) ~~(9)~~—If a school district or public school academy cannot
17 furnish the number of teachers needed to satisfy 1 or more of the
18 criteria set forth in this section for a school year, then by the
19 August 15 before the beginning of that school year the school
20 district or public school academy shall develop a staffing plan for
21 providing services under this section. The school district or
22 public school academy shall post the staffing plan on its website
23 for the applicable school year. The staffing plan must include at
24 least all of the following:

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

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



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

3 (27) ~~(10)~~—This section does not require or state an intention
4 to require a school district or public school academy to supplant
5 state funds with federal funds for implementing or supporting the
6 activities under this section and does not prohibit a school
7 district or public school academy from continuing to use federal
8 funds for any of the purposes or activities described in this
9 section.

10 (28) ~~(11)~~—For pupils identified as English language learners
11 by the pupil's teacher **or other school staff** or by ~~the diagnostic~~
12 ~~reading assessment selected by the school district or public school~~
13 ~~academy under subsection (2) (a),~~ **a state-required language**
14 **proficiency assessment**, if available staff resources allow, a
15 school district or public school academy is encouraged to provide
16 the following intervention services in addition to those required
17 under subsection ~~(3) (e)~~: **(9) (c)** :

18 (a) Instruction in the pupil's native language, with
19 withdrawal of that instruction as appropriate as the pupil improves
20 the pupil's English language skills. A school district or public
21 school academy is encouraged to provide this support for at least
22 pupils whose native language is Spanish, Chinese, Hindi, Korean, or
23 Arabic.

24 (b) Opportunities for speech production.

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

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

29 **(29) An individual who is not a district-identified literacy**



1 coach may be utilized to meet the requirements under subsection
 2 (1) (b) (i) and (ii) if that individual meets the requirements that a
 3 district-identified literacy coach must meet under subsection
 4 (1) (b) (iv) .

5 (30) The instructional methods and curriculum resources
 6 described in subsection (21) (c) (iii) (A) to (E) may be used, as
 7 appropriate, for purposes other than addressing decoding and word-
 8 recognition components of reading and for any purpose to comply
 9 with section 504 of title V of the rehabilitation act of 1973, 29
 10 USC 794, or title II of the Americans with disabilities act of
 11 1990, 42 USC 12131 to 12165.

12 (31) ~~(12)~~—As used in this section:

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

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

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

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

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

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

26 (d) "Code emphasis" means direct, explicit instruction on the
 27 code system of written English at the sound, syllable, morpheme,
 28 and word level so pupils develop automaticity in accurate sound-
 29 symbol associations used for word recognition and for developing a



1 robust sight-word vocabulary.

2 (e) "Cumulative" means the practice of basing new concepts on
3 those previously learned and maximizing retention of concepts
4 through regular, systematic review to gain automaticity and
5 fluency.

6 (f) "Diagnostic assessment" means an assessment intended to
7 provide in-depth information about a pupil's specific skills in a
8 content area, for the purpose of guiding future instruction or
9 intervention.

10 (g) "Diagnostic instruction" means continuous assessment and
11 individualization of instruction to meet each pupil's instructional
12 needs.

13 (h) "Dyslexia" means both of the following:

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

20 (ii) A specific learning disorder that may include secondary
21 consequences, such as problems in reading comprehension and a
22 reduced reading experience that can impede the growth of
23 vocabulary.

24 (i) ~~(b)~~ "Evidence-based" means ~~based in research and with~~
25 ~~proven efficacy.~~ an activity, program, process, service, strategy,
26 or intervention that demonstrates statistically significant effects
27 on improving pupil outcomes or other relevant outcomes and that
28 meets at least both of the following:

29 (i) At least 1 of the following:



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

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

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

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

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

14 (j) "Explicit" means direct and deliberate instruction through
15 continuous pupil-teacher interaction that includes teacher
16 modeling, guided practice, and independent practice.

17 (k) "Fidelity" means the extent to which an assessment or
18 intervention is implemented as it was designed.

19 (l) "Leveled text" means text that has characteristics of
20 predictable text and text focused on teaching high-frequency words
21 without regard to sound-symbol associations. Leveled texts are
22 assigned a level based on a difficulty scale according to print
23 features, content, themes, ideas, text structure, language, and
24 literary elements. Leveled text does not provide pupils
25 opportunities to apply newly learned phonological and orthographic
26 knowledge.

27 (m) "Multidisciplinary team" means a group of individuals with
28 expertise in assessments, literacy, working with English language
29 learners, working with pupils with disabilities, and behavioral



1 efforts who develop individualized plans to support pupils with
 2 significant and persistent needs. A multidisciplinary team must
 3 include at least 1 certificated teacher who has English as a second
 4 language or bilingual education as an endorsement on the teacher's
 5 certificate.

6 (n) "Multi-tiered system of support (MTSS)" means a
 7 comprehensive framework that includes distinct tiers of
 8 instructional support and is composed of a collection of evidence-
 9 based strategies designed to meet the individual needs and assets
 10 of a whole pupil at all achievement levels.

11 (o) "Phonemic awareness" means the conscious awareness of all
 12 of the following:

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

15 (ii) The ability to consciously manipulate through, including,
 16 but not limited to, matching, blending, segmenting, deleting, or
 17 substituting, individual speech sounds described in subparagraph
 18 (i).

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

22 (p) "Predictable text" means text that replicates language
 23 patterns using rhythm and rhyme to teach pupils phrasing and
 24 cadence.

25 (q) "Progress-monitoring assessment" means an assessment used
 26 after a pupil is identified and matched with intervention support
 27 to determine if the pupil continues to need intervention, if
 28 supports need to be modified or changed, or if supports can be
 29 faded.



1 **(r)** ~~(e)~~—"Reading deficiency" means scoring below grade level
 2 or being determined to be at risk of reading failure based on a
 3 screening assessment, diagnostic assessment, standardized summative
 4 assessment, or progress monitoring.

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

9 **(t)** "Reliable" means something that is based on the
 10 consistency of a set of scores that are designed to measure the
 11 same thing.

12 **(u)** "Science of reading" means a cumulative and evolving body
 13 of evidence whose research studies follow a scientific process of
 14 inquiry and utilize scientific methods to help answer questions
 15 related to reading development and issues related to reading and
 16 writing derived from research from multiple fields of cognitive
 17 psychology, communication sciences, developmental psychology,
 18 education, special education, implementation science, linguistics,
 19 and neuroscience.

20 **(v)** "Screening assessment" means an assessment designed to
 21 proactively identify pupils who may be at risk of developing
 22 academic, social, emotional, or behavioral challenges so that
 23 support can be provided and to provide data to inform systems-level
 24 decisions. All of the following apply to a screening assessment:

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



- 1 (A) Phonemic awareness.
- 2 (B) Rapid automatized naming.
- 3 (C) Letter-sound correspondence.
- 4 (D) Single-word reading.
- 5 (E) Nonsense-word reading.
- 6 (F) Oral passage reading fluency.

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

- 12 (A) Retelling.
- 13 (B) Cloze reading procedure.
- 14 (C) Answering questions about a reading passage.
- 15 (w) "Standardized assessment" means an assessment that is
 16 administered and scored in a consistent or standard manner.

17 (x) "Structured literacy" means systematic, direct, explicit,
 18 cumulative, and diagnostic instruction that integrates listening,
 19 speaking, reading, and writing and emphasizes the structure of
 20 language across the speech sound system (phonology); the writing
 21 system (orthography); the structure of sentences (syntax); the
 22 meaningful parts of words (morphology); the meaning of words,
 23 phrases, sentences, and text (semantics); and the processing of
 24 oral and written discourse.

25 (y) "Systematic" means following the logical order of language
 26 and moving from the most basic concepts to the more advanced.

27 (z) "Valid" means the degree to which a method assesses what
 28 it claims or intends to assess.

29 Enacting section 1. This amendatory act does not take effect



1 unless all of the following bills of the 102nd Legislature are
2 enacted into law:

3 (a) Senate Bill No. 568.

4 (b) House Bill No. 5098.

