

## Summary of Crosswalk RBG3 (PA306) to PA146 of 2024

[PA306 and PA146 Detailed Crosswalk Document](#) [PA146](#)

The purpose of this document is to provide a concise summary of the key changes and continuities between Public Act 306 and Public Act 146, as detailed in the full crosswalk. It aims to offer a quick overview of key legislative impacts and should be referenced in conjunction with the full crosswalk.

Michigan Department of Education	
<ul style="list-style-type: none"> <li>• Approve the reading assessments list to include progress monitoring, ensure compatibility with statewide assessments, and integrate dyslexia screening</li> <li>• Develop dyslexia expertise, update resources, and provide technical assistance to train teachers on dyslexia identification and evidence-based instruction.</li> <li>• Provide a coaching model, including expanding to grades 4-12. Literacy coach responsibilities in the law include MTSS, data-driven intervention, structured literacy, and fidelity to evidence-based programs, while maintaining their focus on coaching and not on administrative duties.</li> <li>• Identify evidence-based, code-emphasis Tier I curricula aligned with science of reading methods that research has shown to improve literacy outcomes and help pupils achieve reading proficiency.</li> <li>• Provide technical assistance on Individual Reading Improvement Plans, selection and use of assessments, evidence-based instructional methods and features of evidence-based interventions, structured literacy, and understanding dyslexia.</li> <li>• Notify legal guardians by certified mail if the student is not proficient in reading on the ELA assessment at the end of the third grade.</li> </ul>	
ISD/Early Literacy Coach	
<ul style="list-style-type: none"> <li>• Shifts language from early literacy coach to district-identified coach.</li> <li>• While much of the requirements remain the same for the coaching tasks and responsibilities, the addition of the MTSS component is significant; it shows that the literacy coaches are to be involved in the whole school approach to literacy.</li> <li>• The emphasis on the science of reading is also a key shift in the law's language and expectations.</li> <li>• The law is clear that the (district-identified) coaches are to be in the classroom, modeling, coaching, and engaged in activities with the greatest impact on student achievement, including content area instruction.</li> <li>• New professional learning requirements specifically address the science of reading and dyslexia-related learning.</li> </ul>	
School District/ISD/PSA	
<ul style="list-style-type: none"> <li>• Update universal reading assessments by August 1, 2027, ensuring they are valid, reliable, and minimally disruptive. Required assessment measure areas are named and include rapid automatized naming.</li> </ul>	

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- Literacy professionals working with K-12 students must receive specialized training, including multi-tiered support systems (MTSS), evidence-based instructional methods based on the science of reading, dyslexia identification, and instructional adjustments.
- Mandatory dyslexia screenings will be conducted three times a year for K-3 students, within 90 days for newly transferred students, and as needed for struggling readers in grades 4-12.
- Use assessment data to inform evidence-based reading instruction and interventions, focusing on phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Ensure Tier I instructional methods and curriculum resources used to address the decoding and word-recognition components of reading use a code-emphasis instructional approach and are supported by the science of reading. The instructional methods and curriculum resources must not include instructional methods or curriculum resources that minimize the importance of primarily using letter-sound information to decode or recognize unknown words. The law details specific requirements for these materials.
- Students K-12 requiring additional support will receive tiered interventions, from universal instruction to intensive, individualized assistance. Those receiving interventions must have documented reading improvement plans, and if progress is insufficient, they must consider the need for a full and comprehensive evaluation to determine eligibility for special education services.
- Requires a level of IRIP information to be reported to ISDs (student information is deidentified) and then aggregated and sent to MDE
- If a parent or legal guardian of a pupil has an independent evaluation for dyslexia, provide necessary accommodations and ensure applicable Individuals with Disabilities Education Act (IDEA) requirements are met.
- If a district lacks enough qualified teachers to meet the intervention requirements, it must publicly share a staffing plan.

### District School Board and Charter School Board of Directors

- Schools must select a valid and reliable reading assessment for screening and progress monitoring, conducting these assessments at least three times per year for K-3 students.
- The first assessment for kindergarten must be within the first 90 days, while grades 1-3 must complete theirs within the first 30 days.
- For students identified with a reading deficiency, an Individual Reading Improvement Plan (IRIP) must be developed within 30 days by teachers, principals, parents, and other staff.
- Schools must provide targeted reading interventions based on the plan until the student demonstrates proficiency.
- Parents must receive written notice of their child's reading challenges along with resources to support literacy at home.
- School principals must ensure targeted professional development for K-3 teachers, using student data to guide training and improve reading outcomes.
- School principals must also establish a collaborative system in order to collaborate internally to enhance and improve literacy instruction.

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- Early literacy coaches must be utilized, either through intermediate school districts or directly hired by public school academies.

### Principal

- Ensure targeted and differentiated professional development for K-3 teachers, tailoring it to the reading needs of incoming students and intensifying it based on teacher progress in improving student proficiency.
- Establish a collaborative system within the school to elevate reading proficiency rates across grades K-3.
- Principals must also strategically utilize early literacy coaches provided by the ISD, or their own qualified coaches in the case of charter schools.
- Actively participate in the creation, implementation, and annual review of Individual Reading Improvement Plans for students exhibiting reading deficiencies, working collaboratively with teachers, parents, and other relevant personnel.
- Ensure that parents or guardians of students with early literacy deficiency receive timely written notification and resources to support intervention efforts at home, or read-at-home plans.
- PA 146 provides a renewed focus on the role of the principal in supporting staff and students to ensure professional development and instruction align with the science of reading.

### School-based Reading Interventions and Read at Home Plan

- PA 146 mandates detailed and intensive reading interventions, especially for struggling readers.
- Emphasizes "science of reading" and structured literacy, requiring comprehensive Individual Reading Improvement Plans (IRIPs) with specific goals, data-driven progress monitoring, and increased dedicated intervention time.
- Clarifies assessment and tiered intervention. PA 146 establishes a rigorous, data-driven, and scientifically grounded approach to reading intervention, with a strong focus on MTSS, individual reading improvement plans, and intensive support for struggling readers K-12.

### Supporting English Language Learners

- Both PA 306 of 2016 and PA 146 of 2024 allow time for English Language Learners to acquire a grasp of the English Language before requiring implementation of interventions for dyslexic characteristics.
- ELLs identified as demonstrating characteristics of dyslexia or difficulty decoding, based on screening assessments in their native language, are to receive interventions.
- Starting in the 2027-2028 school year, English language learners who achieve developing or higher English proficiency must be screened for dyslexia and decoding difficulties.
- Instruction for ELLs includes opportunities for speech production; common English

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language development strategies such as modeling, guided practice, and comprehensive input, feedback for the pupil including explanations in the pupil's native language, language support in word recognition and decoding, language comprehension skills to support expanding vocabulary and understanding text and intentional English language development that includes, but is not limited to, using only the words and text to teach decoding and word recognition.

- The intervention team for an ELL student must include at least one certificated teacher who has English as a second language or bilingual education as an endorsement on the teacher's certificate

### Summer Reading Camps

- Both PA 306 of 2016 and PA 146 of 2024 encourage summer reading camps for students with reading deficiencies.
- PA 146 details that summer camps are to "provide reading intervention services and supports to correct pupils' identified areas of reading deficiency," while the previous legislation did not define summer reading camps.
- PA 306 required "highly effective" teachers, but the new law removes the term "highly effective" and instead uses "effective."
- PA 146 requires that educators consider all assessment data available for the student and that considerations are made as to the frequency of screening assessments in order to reduce the number of overall assessments the student is required to take.