

Fri, March 25, 2016 10:57 am
Reading Bill: Vote count; Media coverage

The House Journal is not yet available to see what happened on the floor yesterday (and allowed for publication), but it looks like most Dems and 7 Republicans held out for the Senate version of the third-grading reading bill, HB 4822 S-6, and were able to get a non-concurrence. A call to Rep. Zemke's office (he is one of the House Conferees) turned up a staffer who didn't know much about the bill or the process. A call to Senator Pavlov's office (he is chair of the Senate Education Committee) found another staffer without much information about what may happen next, when Senate conferees might be named, etc. though he will ask around and get back to me, especially when I explained that we went neutral on the Senate version of the bill after opposing the House version.

The legislators usually leave immediately on Thursday afternoons after session or committee meetings, leaving staff to deal with aftermath calls like mine. Staff are often young, low-paid, at-will, overworked employees, usually not very experienced, timid to a fault, and with no agency. Combined with term limits for their bosses, you can see why there is often so much dysfunction, indecision, and confusion here.

Vote count from Michigan Votes and some media coverage below.

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Vote Count

HB 4822 vote to concur on HB 4822 S-6 as passed by the Senate:

Failed 49 to 59 in the House on March 24, 2016.

[View All of House Bill 4822: History, Amendments & Comments](#)

The vote was **49** in favor, **59** against, and **1** not voting.
(House Roll Call 132)

IN FAVOR

HOUSE DEMOCRATS

| | | | | |
|------------------------------------|-------------------------------------|------------------------------------|------------------------------------|-------------------------------------|
| <u>Banks (D)</u> | <u>Brinks (D)</u> | <u>Brunner (D)</u> | <u>Byrd (D)</u> | <u>Chang (D)</u> |
| <u>Chirkun (D)</u> | <u>Clemente (D)</u> | <u>Cochran (D)</u> | <u>Dianda (D)</u> | <u>Driskell (D)</u> |
| <u>Durhal (D)</u> | <u>Faris (D)</u> | <u>Garrett (D)</u> | <u>Gay-Dagnogo</u> | <u>Geiss (D)</u> |

[\(D\)](#)

[Greig \(D\)](#)

[Greimel \(D\)](#)

[Guerra \(D\)](#)

[Hoadley \(D\)](#)

[Hovey-Wright \(D\)](#)

[Kivela \(D\)](#)

[Kosowski \(D\)](#)

[LaGrand \(D\)](#)

[Lane \(D\)](#)

[LaVoy \(D\)](#)

[Liberati \(D\)](#)

[Love \(D\)](#)

[Moss \(D\)](#)

[Neeley \(D\)](#)

[Pagan \(D\)](#)

[Phelps \(D\)](#)

[Plawecki \(D\)](#)

[Roberts,S \(D\)](#)

[Rutledge \(D\)](#)

[Schor \(D\)](#)

[Singh \(D\)](#)

[Smiley \(D\)](#)

[Talabi \(D\)](#)

[Townsend \(D\)](#)

[Wittenberg \(D\)](#)

[Yanez \(D\)](#)

[Zemke \(D\)](#)

HOUSE REPUBLICANS

[Hooker \(R\)](#)

[Hughes \(R\)](#)

[Johnson \(R\)](#)

[McCready \(R\)](#)

[Muxlow \(R\)](#)

[Pagel \(R\)](#)

[Tedder \(R\)](#)

AGAINST

HOUSE DEMOCRATS

[Irwin \(D\)](#)

[Robinson \(D\)](#)

[Santana \(D\)](#)

HOUSE REPUBLICANS

[Afendoulis \(R\)](#)

[Barrett \(R\)](#)

[Bizon \(R\)](#)

[Bumstead \(R\)](#)

[Callton \(R\)](#)

[Canfield \(R\)](#)

[Chatfield \(R\)](#)

[Cole \(R\)](#)

[Cotter \(R\)](#)

[Cox \(R\)](#)

[Crawford \(R\)](#)

[Farrington \(R\)](#)

[Forlini \(R\)](#)

[Franz \(R\)](#)

[Garcia \(R\)](#)

[Gardon \(R\)](#)

[Glenn \(R\)](#)

[Goike \(R\)](#)

[Graves \(R\)](#)

[Heise \(R\)](#)

[Howell \(R\)](#)

[Howrylak \(R\)](#)

[Iden \(R\)](#)

[Inman \(R\)](#)

[Jacobsen \(R\)](#)

[Jenkins \(R\)](#)

[Kelly \(R\)](#)

[Kesto \(R\)](#)

[LaFontaine \(R\)](#)

[Lauwers \(R\)](#)

[Leonard \(R\)](#)

[Leutheuser \(R\)](#)

[Lucido \(R\)](#)

[Lyons \(R\)](#)

[Maturen \(R\)](#)

[McBroom \(R\)](#)

[Miller,A \(R\)](#)

[Nesbitt \(R\)](#)

[Outman \(R\)](#)

[Pettalia \(R\)](#)

[Poleski \(R\)](#)

[Potvin \(R\)](#)

[Price \(R\)](#)

[Pscholka \(R\)](#)

[Rendon \(R\)](#)

[Roberts,B \(R\)](#)

[Runestad \(R\)](#)

[Sheppard \(R\)](#)

[Somerville \(R\)](#)

[Theis \(R\)](#)

[Vaupel \(R\)](#)

[VerHeulen \(R\)](#)

[Victory \(R\)](#)

[Webber \(R\)](#)

[Whiteford \(R\)](#)

[Yonker \(R\)](#)

HOUSE LEGISLATORS WHO DID NOT VOTE

[Darany \(D\)](#)

Media coverage.

Third Grade Reading Bills Head To Conference Committee

Gongwer 3-24-16 A yawning gap in approaches between the House and Senate to legislation designed to bring pupils up to grade level in reading before moving to the

fourth grade has led to the creation of a conference committee to negotiate a compromise.

The House on Thursday voted not to concur in the Senate version of [HB 4822](#) on Thursday.

House [Speaker Kevin Cotter](#) (R-Mount Pleasant), who will sit on the conference committee with [Rep. Amanda Price](#) (R-Park Township), sponsor of the bill, and [Rep. Adam Zemke](#) (D-Ann Arbor), said he is confident the two chambers can work out the differences.

The vote to non-concur was narrow, 49-59, with most Democrats voting yes on the bill along with seven Republicans. That's unusual. Typically a non-concurrence vote is unanimous and that signaled that a substantial bloc of the House favors the Senate's approach.

[Rep. Michael McCready](#) (R-Bloomfield Hills) said he supported the changes the Senate made to the bill, but the majority of his caucus did not.

Mr. McCready particularly supported the parental involvement outlined in the legislation.

"I think that is what made it a better bill," he said.

The Senate version would require pupils to demonstrate reading at no worse than one grade level behind and create "good cause" exemptions allowing pupils to advance to fourth grade even if they were further behind than the standard.

Mr. Cotter said the changes made might have relaxed the retention pieces of the bill too much.

"Some changes were made that we fell really relaxed (retention). And in some cases maybe relaxed it too much," he said. "So we are going to form a conference committee for the purpose of spending a little bit more time with it. Find some compromises. And I am confident we can do that."

On if he could have gotten the votes to pass the Senate version of the bill, Mr. Cotter said he never counted votes.

"I had the interest in sending it to a conference committee to try to work it through that way," he said.

Ms. Price said she would like to see policy ensuring children improve in reading when it comes out of the conference committee.

"I have always said there is a line in the sand, and we need kids reading at third grade levels really well before they can go on, that might have been blurred a little bit in the Senate version," she said.

She said if students move on the fourth grade before they are ready, they cannot effectively handle the course work.

[Third Grade Reading Bill Slated For Conference Committee](#)

MIRS 3-24-16 The House voted 49-59 to send the Senate's version of the third grade reading bill, intended improve reading scores in Michigan schools, to conference committee after the upper chamber added more ways third-graders could get out of being held back a grade for not reading well enough.

Bill sponsor Rep. Amanda [PRICE](#) (R-Holland) said she feels the Senate substitute "blurred" the lines between grade levels.

"My concerns are really that you send a message that reading is really important in Michigan and we're doing everything we can to get kids in kindergarten, first, second and third grade ready to go onto fourth because they will not be able to effectively handle the coursework if they are not ready," said Price.

The Senate passed a substitute of [HB 4822](#) that most notably would allow a student to move to the fourth grade if he or she were proficient in all other subject areas in the state assessment, as long as the student was provided intensive reading instruction until he or she achieved proficiency (See ["3rd Grade Reading Bill With Additional Exemptions Clears Senate,"](#) 3/23/16).

The Senate substitute also added three good-cause exceptions to the list that would allow a student who is not reading proficient to continue onto the fourth grade.

Previously in the House, there was partisan tension over the retention requirement, with Democrats claiming parents didn't have enough of a voice.

The Senate allowed a parent to appeal their child's flunking to the superintendent, who could reverse the decision if it was determined to be in the student's best interest.

The original House legislation aimed to give schools more tools to help with literacy between kindergarten and third grade and to provide more opportunities to intervene with students who are struggling. It required that ultimately, by the 2019-2020 school year, students who haven't obtained a reading score that is less than one grade level behind would be stopped from moving to the fourth grade -- with some good-cause exemptions.

Price, House Speaker Kevin [COTTER](#) (R-Mt. Pleasant) and Rep. Adam [ZEMKE](#) (D-Ann Arbor) were named the House conferees. The Senate didn't name their conferees.

Senate Education Committee Chair Phil [PAVLOV](#) (R-St. Clair) declined comment on today's development.

Bill: Repeating 3rd grade up to parents

Senate legislation also requires reading intervention program

LORI HIGGINS, DETROIT FREE PRESS, 3-24-16

The Senate passed legislation Wednesday that requires children be held back if they can't pass the state's thirdgrade reading assessment, but it gives parents a greater say in whether their kids have to repeat the grade.

The bill also requires schools to have intensive intervention programs to help students who are struggling with reading.

It's a less-punitive version of a bill that passed the House last fall. The chief change: Parents could request an exemption to allow their child to go to the fourth grade even if the child fails the reading exam.

"We believe that's extremely important, to have that parent voice in there," said Judy Pritchett, chief academic officer for the Macomb Intermediate School District. "We're very pleased that it's become more flexible. Every child is different. Every situation is different."

The bill, which passed the Senate on a vote of 31-6, now has to go back to the House, so members can concur with the changes made in the Senate. There was no discussion or debate in the Senate — a far cry from the impassioned debate that preceded the House vote in the fall.

The Senate's version of the bill was altered in the Senate Education Committee, which held three hearings in the last few weeks and passed it on to the full Senate Tuesday.

"You have to engage the parents," said Sen. Phil Pavlov, R-St. Clair, the chair of the committee. "Why would we want to build a bureaucracy that dictated your student's performance versus engaging the parents to have ownership?"

The Senate bill also allows a student who's eligible for being held back to move on to the fourth grade if that student is proficient in math and science. Those students would have to be provided intervention in reading, Pavlov said. Pavlov said his committee tried to reach a compromise to address concerns that were raised about the House version of the bill.

“I think we got it right,” Pavlov said. “Balancing the commitment to reading, building an intervention and testing system that helps kids succeed and having a parent component to it should all lead to better results.”

Pritchett said the Senate version of the bill formalizes what is already in practice in most schools.

The point of the good-cause exemption, Pritchett said, is not to grant exemptions automatically and thus shield kids from being held back. But it will allow educators to look at more than performance on a state exam to determine whether a child needs to be held back.

Highlights of the bill:

- 1.** Beginning with the 2019-20 school year, third-graders who score a grade level behind on the state’s reading assessment would be eligible for being held back.
- 2.** The state Center for Educational Performance and Information — or CEPI — would be required to identify students whose scores on the third-grade reading assessment indicate they are a grade level behind. CEPI would have to notify the child’s parents and the school district that the child may be required to be retained in the third grade. The notification to parents must be sent via certified mail.
- 3.** Parents whose children are subject to being held back can request a good-cause exemption that would allow their child to be moved on to the fourth grade.
- 4.** A good-cause exemption can be granted only under one of the following circumstances:
 - » The student must be a special-education student who is exempt from the requirements, based on a decision made by that student’s individualized education team.
 - » The student has limited Englishspeaking skills and had less than three years of instruction in a program to learn English.
 - » The student has received intensive reading intervention for two or more years but still demonstrates a reading deficiency and was previously held back.
 - » The student has been enrolled in his or her school for less than two years and there is evidence the student’s previous school didn’t provide an appropriate reading improvement plan.
 - » The student’s principal and reading teacher agree that the student is academically prepared for the fourth grade.
 - » The superintendent or chief administrator agrees that a good-cause exemption is in the best interests of the child.
- 5.** The state would be required to approve three or more reliable reading assessment systems for school districts to use.
- 6.** Schools would have to have early literacy coaches who would, among other duties:

- » Support and provide professional development to teachers.
- » Model effective teaching strategies.
- » Train teachers to use data and data analysis.
- » Coach and mentor colleagues.
- » Ensure teachers are using reading programs that research shows are proven to work.
- » Train teachers to diagnose reading problems in kids.

7. Schools must develop an individual reading improvement plan within 30 days of a student in grades K-3 being identified as having a reading deficiency based on how that student scores on a reading assessment.

8. Parents must be provided with written notice if their child in grades K-3 has been identified with a reading deficiency.

9. A principal or a school administrator must ensure teachers are provided professional development.

10. All schools must provide reading intervention plans for students in grades K-3. The legislation spells out a number of requirements for these intervention programs, including that they provide intense development in the five major reading components of phonemic awareness, phonics, fluency, vocabulary and comprehension