

# SENATE BILL NO. 528

June 09, 2021, Introduced by Senator ZORN and referred to the Committee on Education and Career Readiness.

A bill to amend 1976 PA 451, entitled  
"The revised school code,"  
by amending section 1280f (MCL 380.1280f), as added by 2016 PA 306.

**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 3 or more valid and reliable screening, formative,

1 and diagnostic reading assessment systems for selection and use by  
2 school districts and public school academies in accordance with the  
3 following:

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

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

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

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

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

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

18 (i) An early literacy coach shall support and provide initial  
19 and ongoing professional development to teachers in all of the  
20 following:

21 (A) Each of the 5 major reading components listed in  
22 subsection (3) (a) (iv) (B) as needed, based on an analysis of pupil  
23 performance data.

24 (B) Administering and analyzing instructional assessments.

25 (C) Providing differentiated instruction and intensive  
26 intervention.

27 (D) Using progress monitoring.

28 (E) Identifying and addressing reading deficiency.

29 (ii) An early literacy coach shall also do all of the

1 following:

2 (A) Model effective instructional strategies for teachers.

3 (B) Facilitate study groups.

4 (C) Train teachers in data analysis and using data to  
5 differentiate instruction.

6 (D) Coach and mentor colleagues.

7 (E) Work with teachers to ensure that evidence-based reading  
8 programs such as comprehensive core reading programs, supplemental  
9 reading programs, and comprehensive intervention reading programs  
10 are implemented with fidelity.

11 (F) Train teachers to diagnose and address reading deficiency.

12 (G) Work with teachers in applying evidence-based reading  
13 strategies in other content areas, including, but not limited to,  
14 prioritizing time spent on those teachers, activities, and roles  
15 that will have the greatest impact on pupil achievement and  
16 prioritizing coaching and mentoring in classrooms.

17 (H) Help to increase instructional density to meet the needs  
18 of all pupils.

19 (I) Help lead and support reading leadership teams at the  
20 school.

21 (J) Continue to increase his or her knowledge base in best  
22 practices in reading instruction and intervention.

23 (K) For each teacher who teaches in a classroom for grades K  
24 to 3, model for the teacher, and coach the teacher in, instruction  
25 with pupils in whole and small groups.

26 (iii) In the context of performing the functions described in  
27 subparagraph (ii), an early literacy coach ~~shall~~**must** not be asked  
28 to perform administrative functions that will confuse his or her  
29 role for teachers.

1 (iv) An early literacy coach must meet all of the following:

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

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

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

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

11 (v) An early literacy coach ~~shall~~**must** not be assigned a  
12 regular classroom teaching assignment, but ~~shall~~**must** be expected  
13 to work frequently with pupils in whole and small group instruction  
14 or tutoring in the context of modeling and coaching in or outside  
15 of teachers' classrooms.

16 (2) Subject to subsection (14), ~~beginning in the 2017-2018~~  
17 ~~school year,~~ the board of a school district or board of directors  
18 of a public school academy shall do all of the following to ensure  
19 that more pupils will achieve a score of at least proficient in  
20 English language arts on the grade 3 state assessment:

21 (a) Select 1 valid and reliable screening, formative, and  
22 diagnostic reading assessment system from the assessment systems  
23 approved by the department under subsection (1)(a). A school  
24 district or public school academy shall use this assessment system  
25 for pupils in grades K to 3 to screen and diagnose difficulties,  
26 inform instruction and intervention needs, and assess progress  
27 toward a growth target. A school district or public school academy  
28 periodically shall assess a pupil's progress in reading skills at  
29 least 3 times per school year in grades K to 3. The first of these

1 assessments for a school year ~~shall~~**must** be conducted within the  
2 first 30 school days of the school year.

3 (b) For any pupil in grades K to 3 who exhibits a reading  
4 deficiency at any time, based upon the reading assessment system  
5 selected and used under subdivision (a), provide an individual  
6 reading improvement plan for the pupil within 30 days after the  
7 identification of the reading deficiency. The individual reading  
8 improvement plan ~~shall~~**must** be created by the pupil's teacher,  
9 school principal, and parent or legal guardian and other pertinent  
10 school personnel, and ~~shall~~**must** describe the reading intervention  
11 services the pupil will receive to remedy the reading deficiency. A  
12 school district or public school academy shall provide intensive  
13 reading intervention for the pupil in accordance with the  
14 individual reading improvement plan until the pupil no longer has a  
15 reading deficiency.

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

22 (d) Require a school principal or chief administrator to do  
23 all of the following:

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

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

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

3           (iv) Ensure that time is provided for teachers to meet for  
4 professional development.

5           (e) Utilize, at least, early literacy coaches provided through  
6 the intermediate school district in which the school district or  
7 public school academy is located, as provided for under section  
8 35a(4) of the state school aid act of 1979, MCL 388.1635a. However,  
9 a public school academy may use an early literacy coach provided by  
10 the public school academy, at the expense of the public school  
11 academy, rather than using an early literacy coach provided through  
12 an intermediate school district if the early literacy coach and the  
13 usage of the early literacy coach otherwise meet the requirements  
14 of this section.

15           (3) Subject to subsection (14), a school district or public  
16 school academy shall provide reading intervention programs for  
17 pupils in grades K to 3, including at least all of the following:

18           (a) For pupils who exhibit a reading deficiency, a reading  
19 intervention program intended to ensure that pupils are proficient  
20 readers by the end of grade 3 and that includes some or all of the  
21 following features:

22           (i) Is provided to each pupil in grades K to 3 who is  
23 identified with a reading deficiency based on screening and  
24 diagnostic tools, and identifies and addresses the pupil's reading  
25 deficiency.

26           (ii) Periodically screens and monitors the progress of each  
27 pupil's reading skills, at least 3 times per year.

28           (iii) Provides evidence-based core reading instruction that is  
29 comprehensive and meets the majority of the general education

1 classroom needs.

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

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

6 (B) Provides intensive development in the 5 major reading  
7 components: phonemic awareness, phonics, fluency, vocabulary, and  
8 comprehension.

9 (C) Is systematic, explicit, multisensory, and sequential.

10 (D) Is implemented during regular school hours in addition to  
11 regular classroom reading instruction.

12 (v) Provides parents, legal guardians, or other providers of  
13 care for the pupil with a ~~"Read at Home"~~ **read-at-home** plan,  
14 including parent, guardian, or care provider training workshops and  
15 regular home reading.

16 (vi) Documents efforts by the pupil's school to engage the  
17 pupil's parent or legal guardian and whether or not those efforts  
18 were successful.

19 (vii) Documents any dissenting opinions expressed by school  
20 personnel or a parent or legal guardian concerning the individual  
21 reading improvement plan provided for the pupil under subsection  
22 (2) (b) .

23 (b) For grade 3 pupils exhibiting a reading deficiency as  
24 determined by the pupil's teacher through the diagnostic reading  
25 assessment system selected by the school district or public school  
26 academy under subsection (2) (a), a reading intervention program  
27 intended to correct the identified area or areas of reading  
28 deficiency and that includes all of the following features as  
29 needed by the individual pupil:

1 (i) Is evidence-based and has proven results in accelerating  
2 pupil reading achievement within the same school year.

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

5 (iii) Provides daily targeted small group or 1-to-1 reading  
6 intervention based on pupil needs as determined by assessment data,  
7 including explicit and systematic instruction with more detailed  
8 and varied explanations, more extensive opportunities for guided  
9 practice, and 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 evidence-based reading intervention  
13 delivered by a teacher, tutor, or volunteer with specialized  
14 reading training that is provided before school, after school,  
15 during school hours but outside of regular English language arts  
16 classroom time, or any combination of these.

17 (vi) Provides parents, legal guardians, or other providers of  
18 care for a pupil with a ~~"Read at Home"~~ **read-at-home** plan, including  
19 parent, guardian, or care provider training workshops and regular  
20 home reading.

21 (vii) Documents efforts by the pupil's school to engage the  
22 pupil's parent or legal guardian and whether or not those efforts  
23 were successful.

24 (viii) Documents any dissenting opinions expressed by school  
25 personnel or a parent or legal guardian concerning the individual  
26 reading improvement plan provided for the pupil under subsection  
27 (2) (b) .

28 (c) Subject to subsection (15), for pupils identified as  
29 English language learners by the pupil's teacher or by the



1 diagnostic reading assessment selected by the school district or  
2 public school academy under subsection (2) (a), intervention  
3 services that include at least all of the following:

4 (i) Ongoing assessments that provide actionable data for  
5 teachers to use in interventions.

6 (ii) Instruction in academic vocabulary.

7 (iii) Instruction in the 5 major reading components listed in  
8 subdivision (a) (iv) (B).

9 (iv) Common English language development strategies such as  
10 modeling, guided practice, and comprehensive input.

11 (4) For all pupils exhibiting a reading deficiency as  
12 determined by the pupil's teacher through the diagnostic reading  
13 assessment system selected by the school district or public school  
14 academy under subsection (2) (a), school districts and public school  
15 academies are encouraged to offer summer reading camps staffed with  
16 highly effective teachers of reading, as determined by the teacher  
17 evaluation system under section 1249, providing reading  
18 intervention services and supports to correct pupils' identified  
19 areas of reading deficiency.

20 (5) Beginning with pupils enrolled in grade 3 during the 2019-  
21 2020 school year, all of the following apply:

22 (a) Subject to subsection (6), the superintendent of the  
23 school district or chief administrator of the public school academy  
24 in which the pupil is enrolled shall ensure that a pupil whose  
25 parent or legal guardian has been provided with the notification  
26 under subdivision (d) is not enrolled in grade 4 until 1 of the  
27 following occurs:

28 (i) The pupil achieves a reading score that is less than 1  
29 grade level behind as determined by the department based on the

1 grade 3 state English language arts assessment.

2 (ii) The pupil demonstrates a grade 3 reading level through  
3 performance on an alternative standardized reading assessment  
4 approved by the superintendent of public instruction.

5 (iii) The pupil demonstrates a grade 3 reading level through a  
6 pupil portfolio, as evidenced by demonstrating competency in all  
7 grade 3 state English language arts standards through multiple work  
8 samples.

9 (b) Subject to subsection (6), if a child younger than 10  
10 years of age seeks to enroll for the first time in a school  
11 district or public school academy in grade 4, the superintendent of  
12 the school district or chief administrator of the public school  
13 academy shall not allow the child to enroll in grade 4 unless 1 of  
14 the following occurs:

15 (i) The child achieves a grade 3 reading score as determined by  
16 the department based on the reading portion of the grade 3 state  
17 English language arts assessment.

18 (ii) The child demonstrates a grade 3 reading level through  
19 performance on an alternative standardized reading assessment  
20 approved by the superintendent of public instruction.

21 (iii) The child demonstrates a grade 3 reading level through a  
22 pupil portfolio, as evidenced by demonstrating competency in all  
23 grade 3 state English language arts standards through multiple work  
24 samples.

25 (c) Not later than May 23 of each year or not later than 14  
26 days after the department finalizes the scoring for the grade 3  
27 state assessments, whichever is earlier, the department shall  
28 provide CEPI with the grade 3 state assessment scores for every  
29 grade 3 pupil enrolled in a public school in this state who was

1 administered 1 or more of those assessments.

2 (d) Not later than June 1 of each year or not later than 14  
3 days after CEPI receives the grade 3 state assessment results from  
4 the department under subdivision (c), whichever is earlier, using  
5 those state assessment results, CEPI shall identify each pupil  
6 completing grade 3 that year who is subject to not being advanced  
7 to grade 4 due to the operation of subdivision (a) (i) and who is not  
8 eligible to enroll in grade 4 under subsection (6) (a), and shall  
9 notify the parent or legal guardian and the school district or  
10 public school academy of each of these pupils that the pupil is  
11 subject to being retained in grade 3. A school district or public  
12 school academy may also make its own notification to a parent or  
13 guardian in addition to the notification by CEPI. The notification  
14 by CEPI to a parent or legal guardian ~~shall~~**must** be by certified  
15 mail. The notification by CEPI ~~shall~~**must** clearly state at least  
16 all of the following:

17 (i) That, based on standardized testing, this state has  
18 determined that the pupil may be required to be retained in grade 3  
19 as provided under state law, with a reference to this section along  
20 with an explanation that even if the pupil is not eligible to  
21 enroll in grade 4 based on state assessments, the pupil may still  
22 be allowed to enroll in grade 4 if he or she demonstrates a grade 3  
23 reading level through performance on an alternative standardized  
24 reading assessment or through a pupil portfolio.

25 (ii) That the parent or legal guardian has the right to request  
26 a good cause exemption under this section that, if granted, will  
27 allow the pupil to enroll in grade 4 in the next school year.

28 (iii) That the parent or legal guardian must request the good  
29 cause exemption within 30 days after the date of the notification

1 by CEPI and must direct the request to the school district or  
2 public school academy in which the parent or legal guardian intends  
3 to enroll the pupil for grade 4.

4 (iv) That the parent or legal guardian has the right to request  
5 a meeting with school officials to discuss the retention  
6 requirement under state law and the standards and processes for a  
7 good cause exemption from that requirement.

8 (e) If a parent or legal guardian receives a notification from  
9 CEPI under subdivision (d), the parent or legal guardian may  
10 request a meeting with school officials to discuss the retention  
11 requirement under state law and the standards and processes for a  
12 good cause exemption from that requirement. If a parent or legal  
13 guardian requests a meeting described in this subdivision, the  
14 school official to whom the request is made shall ensure that an  
15 appropriate school official is made available to the parent or  
16 legal guardian for ~~such a~~ **the** meeting.

17 (f) If a pupil is not enrolled in grade 4 at the beginning of  
18 a school year due to the operation of this subsection, then before  
19 placing the child in grade 4 during the school year, an appropriate  
20 school official of the pupil's school district or public school  
21 academy shall provide written notification to the pupil's parent or  
22 legal guardian of the proposed placement.

23 (6) Subject to subsection (11), if a pupil or child  
24 demonstrates both of the following, then subsection (5) (a) and (b)  
25 do not apply and he or she may be enrolled in grade 4:

26 (a) That he or she is proficient in all subject areas assessed  
27 on the grade 3 state assessment other than English language arts,  
28 as evidenced by his or her scores on those assessments.

29 (b) That he or she is proficient in science and social studies

1 as shown through a pupil portfolio and as determined by the teacher  
2 who provided the grade 3 instruction to the pupil in science or  
3 social studies, as applicable.

4 (7) For a pupil who is not promoted to grade 4 or a child who  
5 is not enrolled in grade 4 due to the operation of subsection (5),  
6 and for a pupil or child described in subsection (6) or (11), the  
7 school district or public school academy shall provide a reading  
8 intervention program that is intended to correct the pupil's  
9 specific reading deficiency, as identified by a valid and reliable  
10 assessment. This program ~~shall~~**must** include effective instructional  
11 strategies necessary to assist the pupil in becoming a successful  
12 reader, and all of the following features, as appropriate for the  
13 needs of the individual pupil:

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

15 (i) A highly effective teacher of reading as determined by the  
16 teacher evaluation system under section 1249.

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

19 (iii) A reading specialist.

20 (b) Reading programs that are evidence-based and have proven  
21 results in accelerating pupil reading achievement within the same  
22 school year.

23 (c) Reading instruction and intervention for the majority of  
24 pupil contact time each day that incorporates opportunities to  
25 master the grade 4 state standards in other core academic areas, if  
26 applicable.

27 (d) Daily targeted small group or 1-to-1 reading intervention  
28 that is based on pupil needs, determined by assessment data, and on  
29 identified reading deficiencies and that includes explicit and

1 systematic instruction with more detailed and varied explanations,  
2 more extensive opportunities for guided practice, and more  
3 opportunities for error correction and feedback.

4 (e) Administration of ongoing progress monitoring assessments  
5 to frequently monitor pupil progress toward a growth target.

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

11 (g) Providing parents, legal guardians, or other providers of  
12 care for the pupil with a ~~"Read at Home"~~ **read-at-home** plan,  
13 including parent, guardian, or care provider training workshops and  
14 regular home reading.

15 (8) If the superintendent of the pupil's school district or  
16 chief administrator of the pupil's public school academy, or his or  
17 her designee, grants a good cause exemption from the requirements  
18 of subsection (5)(a) for a pupil, then a pupil may be promoted to  
19 grade 4 without meeting the requirements of subsection (5)(a). A  
20 good cause exemption may be granted only according to the  
21 procedures under subsection (10) and only for 1 of the following:

22 (a) The pupil is a student with an individualized education  
23 program or with a section 504 plan and the pupil's individualized  
24 education program team or section 504 coordinator, as applicable,  
25 makes the decision to exempt the pupil from the requirements of  
26 subsection (5)(a) based upon the team's or coordinator's knowledge  
27 of the pupil.

28 (b) The pupil is a limited English proficient student who has  
29 had less than 3 years of instruction in an English language learner

1 program.

2 (c) The pupil has received intensive reading intervention for  
3 2 or more years but still demonstrates a reading deficiency and was  
4 previously retained in kindergarten, grade 1, grade 2, or grade 3.

5 (d) The pupil has been continuously enrolled in his or her  
6 current school district or public school academy for less than 2  
7 years and there is evidence that the pupil was not provided with an  
8 appropriate individual reading improvement plan under subsection  
9 (2) (b) by the school district or public school academy in which the  
10 pupil was previously enrolled.

11 (e) The pupil's parent or legal guardian has requested a good  
12 cause exemption within the time period provided under subsection  
13 (10) (d) and the superintendent or chief administrator, or his or  
14 her designee, determines that the good cause exemption is in the  
15 best interests of the pupil.

16 **(f) The pupil is homeless. As used in this subdivision,**  
17 **"homeless" means that term as defined in 42 USC 11302.**

18 (9) Subject to subsection (14), if a pupil is promoted to  
19 grade 4 due to a good cause exemption granted under subsection (8),  
20 the pupil remains eligible for reading intervention services  
21 designed to enable the pupil to achieve proficiency in reading. The  
22 services for a pupil described in this subsection ~~shall~~**must** be  
23 similar to those provided to pupils in grade 3 under this section.

24 (10) The superintendent of a school district or chief  
25 administrator of a public school academy, or his or her designee,  
26 shall grant a good cause exemption under subsection (8) only  
27 through the following procedure:

28 (a) For a good cause exemption under subsection (8) (a) to (d)  
29 **and (f)**, at the request of the pupil's parent or legal guardian or

1 upon the teacher's own initiative, the pupil's grade 3 teacher  
2 submits to the superintendent or chief administrator, or his or her  
3 designee, a recommendation for a good cause exemption along with  
4 documentation that indicates that a good cause exemption under  
5 subsection (8) (a) to (d) **or (f)** applies to the pupil.

6 (b) For a pupil enrolled in a school operated by a school  
7 district, the superintendent or his or her designee shall review  
8 and discuss the recommendation with the pupil's grade 3 teacher  
9 and, if the pupil has an individualized education program, with the  
10 pupil's individualized education program team. After this  
11 discussion, the superintendent or his or her designee shall make a  
12 determination in writing of whether or not to grant the good cause  
13 exemption for the pupil. The decision by the superintendent or his  
14 or her designee is final.

15 (c) For a pupil enrolled in a public school academy, the chief  
16 administrator of the public school academy, or his or her designee,  
17 shall review and discuss the recommendation with the pupil's grade  
18 3 teacher and, if the pupil has an individualized education  
19 program, with the pupil's individualized education program team.  
20 After this discussion, the chief administrator or his or her  
21 designee shall make a determination in writing of whether or not to  
22 grant the good cause exemption for the pupil. The decision by the  
23 chief administrator or his or her designee is final.

24 (d) For a pupil for whom a request has been received from the  
25 pupil's parent or legal guardian, as described in subsection  
26 (8) (e), if the request is received within 30 days after the  
27 notification by CEPI under subsection (5) (d), the superintendent of  
28 the school district or chief administrator of the public school  
29 academy, as applicable, or his or her designee, shall review the



1 request and any supporting information and shall consider whether  
2 or not the good cause exemption is in the best interests of the  
3 pupil. After this consideration, he or she shall make a  
4 determination in writing of whether or not to grant the good cause  
5 exemption. This determination ~~shall~~**must** be made and communicated  
6 to the parent or legal guardian at least 30 days before the first  
7 day of school for the school year. The decision of the  
8 superintendent or chief administrator, or his or her designee, is  
9 final.

10 (e) The superintendent of the pupil's school district or chief  
11 administrator of the pupil's public school academy, or his or her  
12 designee, shall notify the pupil's parent or legal guardian of the  
13 determination and decision under subdivision (b), (c), or (d), as  
14 applicable.

15 (11) For a pupil or child described in subsection (6) or a  
16 pupil who has been granted a good cause exemption under subsection  
17 (8), the school district or public school academy shall provide  
18 intensive reading intervention, as described under subsection (7),  
19 for the pupil until he or she no longer has a reading deficiency.

20 (12) A school district or public school academy shall not  
21 require a pupil to repeat grade 3 more than once due to the  
22 operation of this section.

23 (13) ~~Beginning June 4, 2019, if~~**If** a school district or public  
24 school academy cannot furnish the number of teachers needed to  
25 satisfy 1 or more of the criteria set forth in this section for a  
26 school year, then by the August 15 before the beginning of that  
27 school year the school district or public school academy shall  
28 develop a staffing plan for providing services under this section.  
29 The school district or public school academy shall post the

1 staffing plan on its website for the applicable school year. The  
2 staffing plan ~~shall~~**must** include at least all of the following:

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

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

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

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

17 (15) For pupils identified as English language learners by the  
18 pupil's teacher or by the diagnostic reading assessment selected by  
19 the school district or public school academy under subsection

20 (2) (a), if available staff resources allow, a school district or  
21 public school academy is encouraged to provide the following  
22 intervention services in addition to those required under  
23 subsection (3) (c):

24 (a) Instruction in the pupil's native language, with  
25 withdrawal of that instruction as appropriate as the pupil improves  
26 his or her English language skills. A school district or public  
27 school academy is encouraged to provide this support for at least  
28 pupils whose native language is Spanish, Chinese, Hindi, Korean, or  
29 Arabic.

1 (b) Opportunities for speech production.

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

4 (d) Feedback for the pupil, including explanations in his or  
5 her native language.

6 (16) ~~Beginning in 2020, not~~ **Not** later than September 1 of each  
7 year, a school district or public school academy shall submit a  
8 retention report to ~~the center for educational performance and~~  
9 ~~information~~ **CEPI** in the form and manner prescribed by ~~the center.~~  
10 **CEPI**. The retention report ~~shall~~ **must** contain at least all of the  
11 following information for the most recent school year:

12 (a) The number of pupils retained in grade 3 due to the  
13 operation of this section.

14 (b) The number of pupils promoted to grade 4 due to a good  
15 cause exemption under subsection (8), disaggregated by each of the  
16 specific exemptions listed in that subsection.

17 (17) As used in this section:

18 (a) **"CEPI" means the center for educational performance and**  
19 **information created under section 94a of the state school aid act**  
20 **of 1979, MCL 388.1694a.**

21 (b) ~~(a)~~ "Evidence-based" means based in research and with  
22 proven efficacy.

23 (c) ~~(b)~~ "Individualized education program" means that term as  
24 described in R 340.1721e of the Michigan ~~administrative~~  
25 ~~code.~~ **Administrative Code.**

26 (d) ~~(e)~~ "Kindergarten" includes a classroom for young 5-year-  
27 olds, commonly referred to as "young 5s" or "developmental  
28 kindergarten".

29 (e) ~~(d)~~ "Reading deficiency" means scoring below grade level

1 or being determined to be at risk of reading failure based on a  
2 screening assessment, diagnostic assessment, standardized summative  
3 assessment, or progress monitoring.

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

8       **(g)** ~~(f)~~—"Section 504 plan" means a plan under section 504 of  
9 title V of the rehabilitation act of 1973, 29 USC 794.