

SENATE BILL NO. 199

March 04, 2021, Introduced by Senators POLEHANKI, HOLLIER, BRINKS, IRWIN, WOJNO, BAYER, HERTEL, GEISS, CHANG, ANANICH, ALEXANDER, BULLOCK and MOSS 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,
6 and diagnostic reading assessment systems for selection and use by

1 school districts and public school academies in accordance with the
2 following:

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

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

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

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

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

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

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

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

23 (B) Administering and analyzing instructional assessments.

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

26 (D) Using progress monitoring.

27 (E) Identifying and addressing reading deficiency.

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

1 (A) Model effective instructional strategies for teachers.

2 (B) Facilitate study groups.

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

5 (D) Coach and mentor colleagues.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

20 (a) Select 1 valid and reliable screening, formative, and
21 diagnostic reading assessment system from the assessment systems
22 approved by the department under subsection (1)(a). A school
23 district or public school academy shall use this assessment system
24 for pupils in grades K to 3 to screen and diagnose difficulties,
25 inform instruction and intervention needs, and assess progress
26 toward a growth target. ~~A-Excluding the 2021-2022 school year, a~~
27 school district or public school academy periodically shall assess
28 a pupil's progress in reading skills at least 3 times per school
29 year in grades K to 3. ~~The-Excluding the 2021-2022 school year, the~~

1 first of these assessments for a school year ~~shall~~**must** be
2 conducted within the 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~~ **Excluding the 2021-2022 school year,**
27 **periodically** screens and monitors the progress of each pupil's
28 reading skills, at least 3 times per year.

29 (iii) Provides evidence-based core reading instruction that is

1 comprehensive and meets the majority of the general education
2 classroom needs.

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

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

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

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

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

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

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

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

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

1 needed by the individual pupil:

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

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

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

11 (iv) Provides administration of ongoing progress monitoring
12 assessments to frequently monitor pupil progress.

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

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

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

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

29 (c) Subject to subsection (15), for pupils identified as

English language learners by the pupil's teacher or by the diagnostic reading assessment selected by the school district or public school academy under subsection (2)(a), intervention services that include at least all of the following:

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

(ii) Instruction in academic vocabulary.

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

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

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

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

(a) Subject to subsection (6) **and excluding the 2021-2022 school year**, the superintendent of the school district or chief administrator of the public school academy in which the pupil is enrolled shall ensure that a pupil whose parent or legal guardian has been provided with the notification under subdivision (d) is not enrolled in grade 4 until 1 of the following occurs:

(i) The pupil achieves a reading score that is less than 1

1 grade level behind as determined by the department based on the
2 grade 3 state English language arts assessment.

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

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

10 (b) Subject to subsection (6), **and excluding the 2021-2022**
11 **school year**, if a child younger than 10 years of age seeks to
12 enroll for the first time in a school district or public school
13 academy in grade 4, the superintendent of the school district or
14 chief administrator of the public school academy shall not allow
15 the child to enroll in grade 4 unless 1 of the following occurs:

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

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

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

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

1 grade 3 pupil enrolled in a public school in this state who was
2 administered 1 or more of those assessments.

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

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

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

29 (iii) That the parent or legal guardian must request the good

1 cause exemption within 30 days after the date of the notification
2 by CEPI and must direct the request to the school district or
3 public school academy in which the parent or legal guardian intends
4 to enroll the pupil for grade 4.

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

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

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

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

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

1 (b) That he or she is proficient in science and social studies
2 as shown through a pupil portfolio and as determined by the teacher
3 who provided the grade 3 instruction to the pupil in science or
4 social studies, as applicable.

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

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

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

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

20 (iii) A reading specialist.

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

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

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

1 identified reading deficiencies and that includes explicit and
2 systematic instruction with more detailed and varied explanations,
3 more extensive opportunities for guided practice, and more
4 opportunities for error correction and feedback.

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

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

12 (g) Providing 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 (8) ~~If~~ **Except as otherwise provided under this section, if** the
17 superintendent of the pupil's school district or chief
18 administrator of the pupil's public school academy, or his or her
19 designee, grants a good cause exemption from the requirements of
20 subsection (5)(a) for a pupil, then a pupil may be promoted to
21 grade 4 without meeting the requirements of subsection (5)(a). A
22 good cause exemption may be granted only according to the
23 procedures under subsection (10) and only for 1 of the following:

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

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

4 (c) The pupil has received intensive reading intervention for
5 2 or more years but still demonstrates a reading deficiency and was
6 previously retained in kindergarten, grade 1, grade 2, or grade 3.

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

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

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~~**Except as otherwise provided under this section, the**
25 superintendent of a school district or chief administrator of a
26 public school academy, or his or her designee, shall grant a good
27 cause exemption under subsection (8) only through the following
28 procedure:

29 (a) For a good cause exemption under subsection (8)(a) to (d),

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1 Arabic.

2 (b) Opportunities for speech production.

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

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

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

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

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

18 (17) As used in this section:

19 (a) **"CEPI" means the center for educational performance**
20 **created under section 94a of the state school aid act of 1979, MCL**
21 **388.1694a.**

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

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

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

1 **(e)** ~~(d)~~ "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 **(f)** ~~(e)~~ "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 **(g)** ~~(f)~~ "Section 504 plan" means a plan under section 504 of
10 title V of the rehabilitation act of 1973, 29 USC 794.