Early Literacy Initiative

Update from the Michigan Department of Education to the House Education Committee

March 10, 2016

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Presentation Overview

1. Third Grade Reading Workgroup Report
2. MDE Early Literacy Initiative Overview
3. MDE Early Literacy Initiative Progress

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Third Grade Reading Workgroup Report

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Findings: The State of the State

- Low third grade reading proficiency rates for Michigan's students
  - 31% of students demonstrate proficiency in reading on the 4th grade National Assessment of Educational Progress (NAEP)
  - Michigan ranks 40th among US states in third grade reading proficiency as measured by NAEP
  - Michigan is one of only five states to demonstrate a decline in proficiency rates in third grade reading over the last ten years as measured by NAEP

"Michigan can and should have the highest national early reading proficiency in 2025. By 2020, Michigan should be the most improved state in early literacy, and be in the top ten states overall."

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Findings: Characteristics of Success

- States and programs demonstrating success in third grade reading proficiency and/or improvement in proficiency tend to incorporate
  - Literacy instruction based on the five "building blocks" of reading: phonics, phonemic awareness, fluency, vocabulary, and comprehension
  - Implementation of a multi-tiered system of supports that utilizes
    - Research-based screening and diagnostic tools
    - Diagnostic-driven instruction and interventions
    - Extended daily instructional time with targeted literacy interventions
  - Teachers and leaders with strong content knowledge and appropriate training and support in teaching early reading

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Recommendations

1. Give every student the research-supported diagnostic and screening instruments, instruction, and interventions necessary for success
2. Provide every educator with training to use diagnostic-driven methods with knowledge and fidelity.
3. Give every parent the information and support needed to develop early literacy skills, to parent effectively, and to provide adequate home supports for every student.
4. Implement K-3 smart promotion to ensure struggling students succeed.
5. Provide Michigan with accurate data about how our students and schools are performing in growth and proficiency compared to other states, and an annual report on our progress towards the highest early reading proficiency in the nation.

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MDE Early Literacy Initiative Overview

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Goals and Measures

- The MDE will drive progress toward 85% of children achieving reading proficiency by the end of third grade by implementing the recommendations of the Governor's Third Grade Reading Workgroup Report.
- Progress will be measured by:
  - Increase in number of students proficient in ELA on the third grade state assessment
  - Decrease in number of students who fall below the "reading promotional cut"
  - Increase number of students meeting benchmarks on local assessments
  - Increase number of students participating in KEA
  - Significant impact on increasing at-risk preschool children's early literacy and math skills via GSRP
  - Increase in number of high-quality early childhood programs meeting program standards (QRIS)

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Logistics

- Workgroup report and legislation have identified and allocated to the MDE
  - 20+ activities to be implemented in support of the Workgroup-identified strategies
  - $35.5 million in FY 2016 funding to be distributed to LEAs, ISDs, and other stakeholders

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MDE Early Literacy Initiative Progress

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Early Childhood Literacy Development

- Home Visitation
  - Home visits conducted with parents, in part to ensure home environments support literacy skills and development prior to Kindergarten entry
  - Coordinated with MDHHS activities
  - Grant criteria approved by SBE in August 2015; working through RFP process
  - Awards anticipated in March 2016
- Parenting Education Programs
  - Modeled after the Minnesota Early Childhood Family Education program
  - Focuses on parent/child relationships, child development, and early literacy development
  - Grant criteria approved by SBE in August 2015; working through RFP process
  - Awards anticipated in March 2016

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K-3 Literacy Development

- Research-Supported Diagnostic and Screening Instruments
  - Tools and training for using instruments to diagnose strengths and challenges and target instruction to address them
  - Applications have been validated and funds will be issued in the March 21st State Aid Payment
- Extended Learning Time and Targeted Literacy Instruction and Interventions
  - Support the use of additional instructional time to ensure that all students are reading on grade level by the end of grade 3
  - A second round of funding will focus on Districts that have not applied for the grant funds
- Literacy Coaches
  - At least one early literacy coach per ISD to train all K-3 teachers in effective use of diagnostic-driven instruction

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Early Literacy Grant Status

- Professional Development for Early Literacy Educators
  - $1.9M awarded to Gogebic-Ontonagon ISD to act as the fiscal agent and developer of a grant program to fund professional development of educators who teach early literacy and early reading skills to pupils in grades K to 3.
- ISD Early Literacy Coaches
  - $2,737,500 has been awarded to 49 ISDs in 3 rounds of funding to provide early literacy coaches at ISDs to assist teachers in developing and implementing strategies for pupils in grades K to 3, so that pupils are reading at grade level by the end of grade 3.
  - 20 ISDs received more than 1 literacy coach based on the percentage of total statewide number of pupils in grades K to 3 who meet the income eligibility standards for the federal free and reduced price lunch programs who are enrolled in districts within the ISDs.
  - Round 4 is currently underway and will continue until all of the remaining $262,500 in grant funds are exhausted.

Early Literacy Grant Status

- Acceptable Assessment Tools for Early Literacy Educators
  - $4.5M awarded to 298 LEAs for reimbursement for the purchase of a computer-adaptive test for each pupil enrolled or that purchase one or more diagnostic-tools, screening tools, or benchmark assessments for pupils in grades K to 3 that are intended to increase reading proficiency by grade 4.
- Targeted Literacy Instruction and Interventions
  - $8,542,035 has been awarded to 251 ISDs in the first round of funding to provide additional instruction time to those pupils in grades K to 3 who have been identified by using MDE-approved screening and diagnostic tools as needing additional supports and interventions in order to be reading at grade level by the end of grade 3.
  - Round 2 is currently underway and will continue until all of the remaining $8,957,965 in grant funds are exhausted.

Educator Training and Supports

- Professional Learning for Teachers and Leaders
  - Develop the professional and online training in early literacy standards, use of the acceptable developmentally appropriate diagnostic and screening instruments, progress monitoring, intervention methods and the implementation of multi-tiered systems of support
- Use of Section 31a Funds in Early Literacy Instruction
- Teacher Certification
  - Changes to teacher certification test to measure teaching skills in early literacy
  - Increase in credit hours in early literacy instruction and inclusion of diagnostic-driven teaching methods in pre-service programs
  - Exploration of professional learning and experience requirements for early literacy tied to re-certification
  - Mostly unfunded

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Educator Training and Supports

- Multi-Tiered Systems of Support (MTSS)
  - Research and define best practices for MTSS
  - Assess MDE's current efforts against best practices for MTSS
  - Update the MDE MTSS systems guidance
- KEA/Early Literacy Assessment
  - Define the KEA, K, grade 1 and 2 assessments to support early literacy
  - Determine the best way to provide these tools to all students beginning 2016-2017
  - Establish and for the 2016-17 school year these early literacy assessments will **NOT** be part of any high-stakes accountability, but will be provided to support instruction for our youngest students
  - Maintain a KEA/Early Literacy Assessment Stakeholder Feedback Group

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KEA Update

- After concluding a three-year pilot and evaluating the results and the experience for students and teachers, MDE recommends:
  - The current KEA tool (TS Gold) is not **required** of districts
  - Instead, districts are encouraged to do a Kindergarten Entry Observation Status (KEOS) report with their students. This can be done using the TS Gold tool, locally developed tools, or other tools.
  - MDE will convene a stakeholder group of practitioners and experts to continue to discuss best practice for supporting our youngest learners and understanding their progress.

To realize Michigan becoming a Top 10 education state within the next 10 years, the existing structure and system of education must be challenged and reshaped. Michigan must establish an educational system that grants indelible rights for all stakeholders to succeed – a system focused more on what is best for children and their learning. This is a framework of the strategic goals necessary to move Michigan forward.

TOP 10 IN 10 YEARS

putting Michigan on the map as a premier education state

STRATEGIC GOALS

1. Provide every child access to an aligned, high-quality P-20 system from early childhood to post-secondary attainment – through a multi-stakeholder collaboration with business and industry, labor, and higher education–to maximize lifetime learning and success.

2. Implement, with strong district and building leadership, high-quality instruction in every classroom through a highly coherent, child-centered instructional model where students meet their self-determined academic and personal goals to their highest potential.

3. Develop, support, and sustain a high-quality, prepared, and collaborative education workforce.

4. Reduce the impact of high-risk factors, including poverty, and provide equitable resources to meet the needs of all students to ensure that they have access to quality educational opportunities.

5. Ensure that parents/guardians are engaged and supported partners in their child's education.

6. Create a strong alignment and partnership with job providers, community colleges, and higher education to assure a prepared and quality future workforce, and informed and responsible citizens.

7. Further develop an innovative and cohesive state education agency that supports an aligned, coherent education system at all levels (state, ISD, district, and school).

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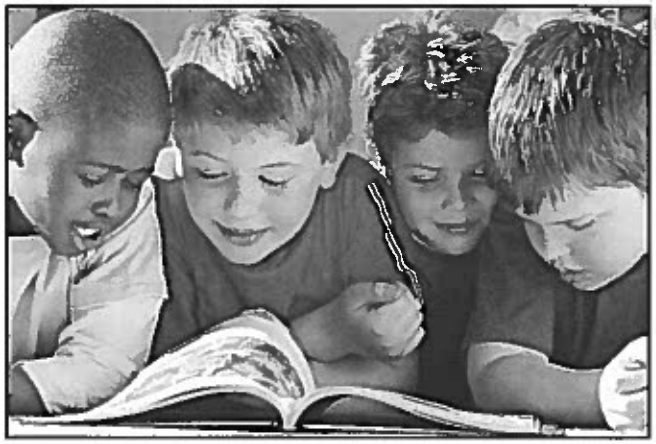

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