

Read by Grade Three  
Subcommittee Recommendations

# Governor's Educator Advisory Council



# Subcommittee Members

- **Ms. Annie Markey**, Boggs School
- **Ms. Angela Pérez**, Muskegon
- **Dr. Lisa Rivard**, Macomb ISD/ Wayne State
- **Dr. Mandy Stewart**, Charlotte
- **Mr. Marcus Walton**, Detroit



Schools and families will form partnerships to support student learning. Literacy achievement will first be communicated by the school.



## Rationale:

- A letter from the state informing parents of their child's poor performance on the M-Step makes family decision making difficult and detract from family/school relationship building
- We recommend communication with multiple staff and families to develop an IRIP and Read at Home Plan
- Since the retention component of this law targets low SES populations, these changes would allow districts to continue to build relationships with families and empower them to make informed decisions

**Third grade retention should be based on a more comprehensive and in depth understanding of a student and their literacy development.**



## Rationale:

- The M-STEP is currently the only measurement tool used to determine retention.
- High Stakes testing alone should not determine students' retention status.
- Literacy performance can be better assessed by including formative data.
- Teacher/School and parent input should be valued.

Focus on early literacy, work on  
an early literacy campaign, and  
literacy support for 4th grade  
and beyond



## Rationale/Recommendations:

- A Pre-K-3 literacy-coaching network exists with research-based professional learning available for educators. We need to extend funding and supports for grades 4-12.
- A campaign and media marketing venture focused on the need for parents to read and speak to children from birth to 5. This would establish partnerships between home and school long before a child attends formal schooling.
- There is a need for increased attention to the research of the summer slide, particularly for our most at-risk populations.
- Schools are encouraged to form and strengthen partnerships with a variety of organizations that support literacy including school libraries.

Extend learning opportunities  
and interventions to students in  
upper grade levels.



# Rationale:

- Currently most literacy efforts are concentrated in grades K-3
- Grades 4 and above are lacking in basic literacy instruction and intervention
- Many students with special needs are not identified until after 3rd grade.
- Professional Learning in Literacy-based instructional strategies should be universal across grade levels

**Make a concerted effort to build and maintain early childhood education.**



# Rationale:

- Universal Pre-Kindergarten programs have research-based positive effects on literacy
- Our students enter Kindergarten with varied experiences and abilities based on SES, access to education opportunities, and inconsistent Pre- K learning expectations
- Allowing our lower socioeconomic status families the ability to have free Pre-K access to educational opportunities will start to close the economic divide for academic success



Form and maintain trusting relationships between families and schools.



## Rationale:

- Universal Pre-K would begin relationships with families earlier, with more support and trust
- Retention creates division between families and their schools, with a feeling of failure
- The effects of retention in 3rd grade are far reaching, with higher dropout rates, failure, and less post-secondary training
- Communication regarding literacy progress should come from the student's school.

**COVID-19 disproportionately  
affects lower SES and minority  
families**



# Concerns/Areas of future focus

- ❑ COVID-19 has exposed the vast inequalities of race in the health, economic, and educational disparities in Michigan
  - ❑ For example, African-Americans account for 14 % of the population of Michigan yet they are 35 % of the cases of the virus and 40% of the resulting deaths.
- ❑ Prior to COVID-19, poverty in the state of Michigan has also contributed to economic and health disparities.
- ❑ COVID-19 has also exposed the digital divide and lack of internet access across our state, largely in areas where low SES/Minority families reside.
- ❑ This must be prioritized as an area of focus and planned supports as we move forward in providing equitable access to education for our children.