

Presentation on Michigan's Top 10 Strategic Education Plan Goal 2
Improve Early Literacy Achievement
Highlighting the "How and Why" of Literacy

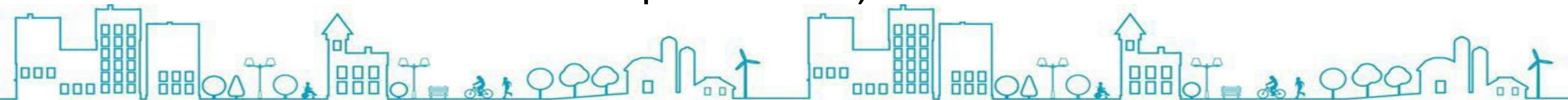
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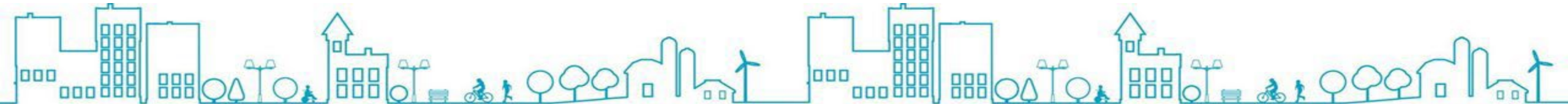
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Michigan State Board of Education Meeting
September 10, 2024



Goals

1. Expand early childhood learning opportunities
- 2. Improve early literacy achievement**
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the numbers of certified teachers in areas of shortage
8. Provide adequate and equitable school funding



Overview

The How and Why of Literacy

Work Underway

- Professional Development, Technical Assistance, & Support
- Instructional Practices & Pedagogy
- Services and Systems Development

Overview

The How and Why of Literacy

More to Come

- Section 35m: Literacy Achievement Committee and High-Quality Literacy Materials
- Section 35n: The READ Innovation Competition
- SB 567 and 568 K-12 Literacy and Dyslexia Bills
- Additional Recommendations

Work Underway: Professional Learning, Technical Assistance, and Support

- Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant Pre-K to grade 6
- Michigan Comprehensive Literacy State Development Grant (MI CLSD Grant)
- MDE: Dyslexia Handbook: Dyslexia Overview
- Literacy Essential Instructional Practices
- MAISA Coaching Model

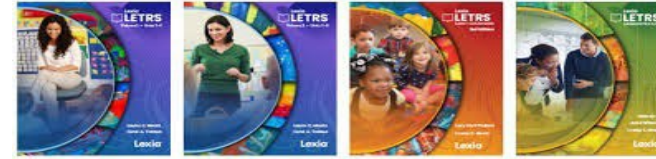
Work Underway: Instructional Practices & Pedagogy

- Language Essentials for Teachers of Reading and Spelling (LETRS) for Elementary Educators and Early Childhood
- After LETRS Training: LETRS Implementation Sessions (MiMTSS TA Center)
- Higher Education LETRS Professional Learning Cohort (MiMTSS TA Center)
- Explicit Instruction Academy (MiMTSS TA Center)
- Enhancing Comprehension in the Disciplines Series (MiMTSS TA Center)

Work Underway: Services and Systems Development

- LETRS for Administrators
- Successful Classroom Reading Instruction (MiMTSS TA Center)
- MDE Diversity in Literature Symposium: The How and Why of Literacy
- Diverse Classroom Libraries Guidance

Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant



Section 35a(10) allocated:

- \$4 million for FY 22 was allocated to MDE to continue to provide LETRS training
- \$10 million for FY 23 was allocated to MDE to continue to provide LETRS training
- \$10 million for FY 24 was allocated to MDE to continue to provide LETRS training
- \$10 million for FY 25 was allocated to MDE to continue to provide LETRS training
- A total of \$34 million over 4 years has been allocated to MDE to provide LETRS training

Language Essentials for Teachers of Reading and Spelling (LETRS) Training Grant: Participation



Completed

- Elementary Cohort: 2,194
- Early Childhood Cohort: 238
- Administrators: 64

Actively Engaged

- Elementary Cohort: 7,295
- Early Childhood Cohort: 617
- Administrators: 502

Current Law and *Pending* Legislation

Current Law

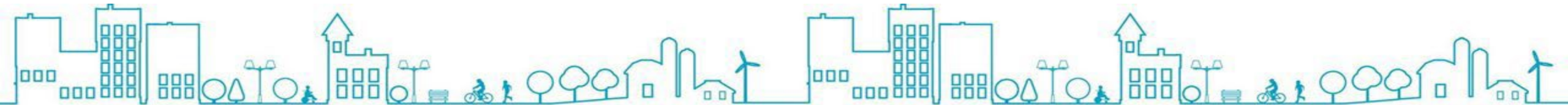
Section 35m

Section 35n

Pending Legislation

SB 567 and 568

(Literacy/Dyslexia Bills)



Section 35m (Literacy Achievement Committee/High Quality Literacy Materials): Overview

\$87M
Formula

The Department Will:

- Create a Literacy Achievement Committee
- Allocate funding based on rankings list of materials.

The Literacy Achievement Committee Will:

- Critically evaluate:
 - Early literacy series and materials
 - Literacy professional development
 - Literacy tools or services
- Create and maintain a rankings list for all early literacy items the committee has evaluated

Districts/Boards Will:

- Apply for funding based on the rankings list of early literacy items
- Early literacy series
 - Materials
 - Assessments

The Department Will:

Work with Literacy Achievement Committee to:

Committee to:

- Establish structure of the competition
- Select finalists
- Select \$500K winners

The Literacy Achievement Commission Will:

Evaluate applications based on:

- (a) Quality of innovation; alignment of competition category; likelihood of respected outcomes
- (b) Percentage of students impacted district wide
- (c) Level to which student growth can be benchmarked against other districts
- (d) likelihood for statewide expansion

Provide a report to:

- Governor
- House and School Aid Committees

Districts/Boards Will:

- Apply for funding based on innovative literacy ideas
- Report progress to be considered for further competition
- Develop presentation if selected as finalist

Literacy Achievement Committee Membership Criteria

Experience/Expertise in:

- Literacy, Science of Reading
- Curriculum
- Professional Development
- Assessment
- Program Evaluation



SB 567 (K-12 Literacy/Dyslexia): Overview

The Department Would:

- **Provide a coaching model, including expanding a coaching model to grades 4-12**
- **Develop Technical Assistance (TA)**
 - Selection/use of assessments (universal screener and progress monitoring assessments)
 - Structured literacy
 - Evidence-based instructional method and curriculum materials
 - Understanding dyslexia
- **Update list of assessments**
- **Publish list of evidence-based curriculum materials**

Boards/District Would:

- **Select assessments (universal screener and progress monitoring assessments)**
- **Provide assurance to the department that literacy coaches received professional development (PD) in instructional strategies proven to teach students to read (structured literacy)**
- **Use assessments and instructional practices**
- **Implement English learner (EL) requirements**

More to Come Timelines and Connections

Current Law

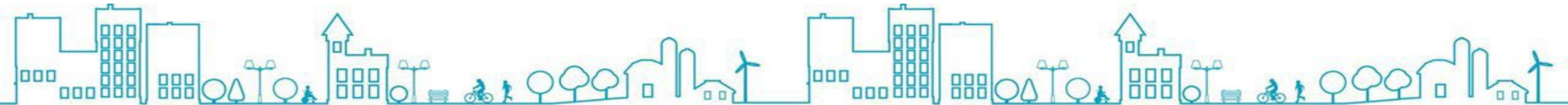
Section 35m

Section 35n




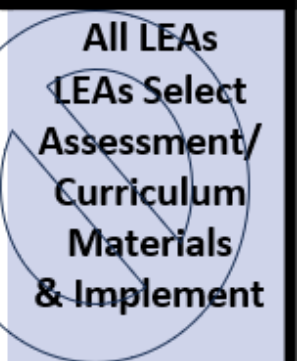
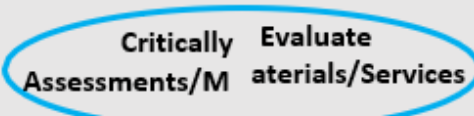

Pending Legislation

SB 567 and 568

(Literacy/Dyslexia Bills)



Connections	SY 2024-25	SY 2025-26			SY 2026-27	SY 2027-28	
SB 567	PD/TA: Dyslexia & Structured Literacy PD/TA: Assessment Selection	Update Assessment List PD/TA: Curriculum Materials	Provide list of Curriculum Materials PD/TA: Curriculum Materials	Provide Coaching Model		All LEAs Select Assessment/ Curriculum Materials & Implement	
35m	Create Literacy Achievement Committee					End of Grant Cycle	Potential Work Project Completion Date 9/30/2028
		Post Application Critically Evaluate Assessments/Materials/Services	Some LEAs Select Assessments & Materials & Districts Apply	Funding Allocated Application Review & Approval			
35n	Literacy Achievement Committee Establishes Structure of Competition Aligned to SoR	Districts Apply	Funding Allocated Application Reviewed & Approved		Districts Report Progress A Few Finalist Presentations & Winners Announced Literacy Commission Report		

If SB 567 Does Not Pass...	SY 2024-25			SY 2025-26		SY 2026-27	SY 2027-28
SB 567	PD/TA: Dyslexia & Structured Literacy	 <p>Update Assessment List</p> <p>PD/TA: Assessment Selection</p>	 <p>Provide List of Curriculum Materials</p> <p>PD/TA: Curriculum Materials</p>	 <p>Provide Coaching Model</p>		 <p>All LEAs LEAs Select Assessment/ Curriculum Materials & Implement</p>	
35m	Create Literacy Achievement Committee	<p>Post Application</p>  <p>Critically Evaluate Assessments/Materials/Services</p>		Some LEAs Select Assessments & Materials & Districts Apply	Funding Allocated Application Review & Approval		Potential Work Project Completion Date 9/30/2028
35n		 <p>Literacy Achievement Committee Establishes Structure of Competition Aligned to SoR</p>	Districts Apply Application Reviewed & Approved	Funding Allocated		<p>Districts Report Progress</p> <p>A Few Finalist Presentations & Winners Announced</p> <p>Literacy Commission Report</p>	Potential Work Project Completion Date 9/30/2027

End of Grant cycle

Connections and Responsibilities	SY 2024-25			SY 2025-26			SY 2026-27	SY 2027-28
SB 567	PD/TA: Dyslexia & Structured Literacy	Update Assessment List PD/TA: Assessment Selection	Provide List of Curriculum Materials PD/TA: Curriculum Materials	Provide Coaching Model				All LEAs Select Assessment/ Curriculum Materials & Implement
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Additional Recommendations

- Mandatory LETRS Training for Teachers of Pre-K-5 Students
- Smaller Class Sizes for K-3 Classes in High-Poverty Elementary Schools
- Increased Instructional Time



Thank You

