Explore Michigan’s adoption and implementation of the 18 Early Literacy Fundamental Principles.
Early Literacy Policy Implementation Rubric

Comprehensive Early Literacy Policy establishes support and intensive reading interventions for all K–3 students to ensure they read on grade level by the end of 3rd grade. The policy also requires 3rd grade students to demonstrate sufficient reading skills for promotion to 4th grade. For students severely below grade level and who do not qualify for a good cause exemption, retention provides struggling readers the additional time and intensive interventions they need to catch up with their peers.

<table>
<thead>
<tr>
<th>FULL IMPLEMENTATION</th>
<th>The fundamental principle is adopted in policy, and there is evidence of full implementation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ABOVE &amp; BEYOND BADGE: This badge recognizes efforts that exceed full implementation.</td>
</tr>
<tr>
<td>PARTIAL IMPLEMENTATION</td>
<td>The fundamental principle is adopted in policy, but there is limited evidence of implementation.</td>
</tr>
<tr>
<td>FUTURE IMPLEMENTATION</td>
<td>The fundamental principle is adopted in policy with a future date for implementation.</td>
</tr>
<tr>
<td>PRINCIPLE NOT ADOPTED</td>
<td>The fundamental principle is not adopted in policy, does not meet minimum implementation requirements or is grant-based and not sustainable.</td>
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Early Literacy Policy Implementation Rubric

PURPOSE

The purpose of this document is to provide an analysis of states’ implementation of K–3 reading policies aligned to ExcelinEd’s fundamental principles of an early literacy policy. It builds on an analysis of states’ adoption of statutes and regulations establishing requirements for each component of the four fundamental principle areas, which are:

1. Supports for Teachers & Policy
2. Assessment & Parent Notification
3. Instruction & Intervention
4. Retention & Intensive Intervention

This report summarizes evidence of Michigan’s early literacy policy implementation using an implementation rubric designed to gauge state progress toward full implementation of early literacy policies. Each of the fundamental principles is addressed in a separate table.

ADOPTION IMPLEMENTATION

13 out of 18

STATE POLICY ADOPTION

- Michigan Education Code 380.1280f.amended Grade 3; English language arts proficiency, assessment
- MDE, Literacy
- MDE, Early Literacy – Read by Grade Three Law
- MDE, Michigan PreK–12 Literacy Commission
Science of Reading (SOR) Training

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state offers science of reading training or requires districts to adopt a policy to identify science of reading training, providers of the training, and personnel who will be trained. Participation in science of reading training may be optional for teachers and/or administrators.

EVIDENCE/GUIDANCE

Evidence of the state's policy implementation and/or guidance in this area includes:

- Michigan policy DOES require early literacy coaches to provide ongoing training to teachers that is aligned to the science of reading.
- Michigan DOES encourage training opportunities that are offered through literacy coaches. (MDE, Early Literacy Coaching Model)
- Michigan DOES provide some resources to educators relating to early literacy professional learning. (MDE, Early Literacy – Professional Learning)
- Michigan DOES strongly encourage educators to participate in EIP and LETRS professional learning, with a call to action asking for all educators to enroll and complete LETRS professional learning by 2026. (Memo: Essential Instructional Practices in Early Literacy (EIP) and Language Essentials for Teachers of Reading and Spelling (LETRS) Alignment: Efforts to Support Early Literacy Instruction (2023); Michigan Literacy Connections: Language Essentials for Teachers of Reading and Spelling (LETRS) and Essential Instructional Practices in Early Literacy (EIP))
Science of Reading (SOR) Training

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

RESOURCES

- Michigan Literacy Essentials

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should adopt science of reading training that is required of all K–3 teachers and administrators.
IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

Literacy coaches are present in policy and trained in the science of reading, and they may provide job-embedded training and coaching to K–3 teachers based on student data or other models.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan HAS created the Early Literacy Coaching Model, in response to the Read by Grade Three legislation. ([MDE, Early Literacy Coaching Model])

• Michigan DOES use the Early Literacy Coaching Model to support intermediate school districts and LEAs in implementing research-supported literacy coaching practices and provide job-embedded, ongoing training. ([MDE, Early Literacy Coaching Model])

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Michigan should ensure that a literacy coach that is trained in the science of reading is assigned to each elementary school to provide job-embedded training and coaching to K–3 teachers.
EPP required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

**EVIDENCE/GUIDANCE**

**Evidence of the state’s policy implementation and/or guidance in this area includes:**

- Michigan DOES have standards for teacher preparation programs that are aligned to the science of reading. ([NCTQ, Michigan Summary 2023](#))
- Michigan DOES require educators to satisfactorily complete an approved 3-credit course of study with appropriate field experiences in the diagnosis and remediation of reading disabilities and differentiated instruction before they may be recommended for a professional teaching certificate. ([MDE, Reading Instruction Requirements for Teaching Certificates; MDE, Approved Reading Diagnostic Courses](#))
- Michigan DOES require EPPs seeking to offer reading diagnostic coursework to satisfy the requirements of the Read by Grade Three law to complete an application and receive MDE approval. ([MDE, Reading Instruction Requirements for Teaching Certificates; MDE, Application to Offer Required Advanced Reading Course of Study](#))

**CONSIDERATION(S) FOR STRENGTHENING POLICY**

- Michigan should expand policy to specify that EPP required coursework must prohibit the use of course materials that include three-cueing.
IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

Educator preparation program required coursework is aligned to the science of reading and includes evidence-based literacy instruction.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan DOES require a test for teacher licensure that addresses reading; however, policy DOES NOT appear to require these licensure tests to be aligned to the science of reading. (NCTQ, Michigan Summary 2023; Michigan Department of Education, Educator Certification)

• Michigan HAS adopted two tests to satisfy the assessment requirement:
  • Michigan Test for Teacher Certification, Upper Elementary (3–6), which is NOT ALIGNED to the science of reading;
  • Michigan Test for Teacher Certification Lower Elementary (PK–3), which has an ACCEPTABLE alignment to the science of reading. (NCTQ, Michigan Summary 2023; NCTQ, False Assurances: Many states’ licensure tests don’t signal whether elementary teachers understand reading instruction (Nov. 2023))

CONSIDERATION(S) FOR STRENGTHENING POLICY

• While Michigan requires a licensure test that addresses reading, all required assessments that elementary education candidates must take should be clearly aligned to the science of reading.
Funding for Literacy Efforts

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

Funding is dedicated to some but not all early literacy fundamental principles and may be temporary or grant based.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Michigan DOES provide direct funding specifically to support state and/or local implementation of early literacy fundamental principles. These include:
  - Funding for literacy coaches ($42 million in 2024 budget)
  - Access to online literacy tool
  - Funding to administer the Read by Grade Three law
  - Training for educators, including funding for LETRS training
  - Early literacy hubs at family engagement centers

RESOURCES

- MDE, Literacy: Literacy Grants

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should determine the adequate funding level to ensure implementation of the fundamental principles are fully funded.
Universal Reading Screener

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires districts to adopt a universal reading screener to be administered three times per year to identify students at risk for reading failure.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Michigan HAS adopted an approved list of universal reading screeners to be administered to students in grades K–3, however it has not been vetted to align to the science of reading. (MDE, Read by Grade Three Guide October 2019)
- Michigan DOES require districts to choose at least one initial and one extensive assessment from the lists. (MDE, Read by Grade Three Guide October 2019)
- Michigan DOES require initial assessments to be administered to all students as a primary indicator that a student may be at risk of falling behind. (Memo: Announcing the 2019–20 Read by Grade Three Law Assessments (2019); 2021–22 Early Literacy MCL 380.1280f Initial Assessments)
- Michigan DOES require an extensive assessment to be administered only to those students for which an area of concern has been identified to determine the placement of students into intervention tiers and identification of specific support needs to address deficiencies. (Memo: Announcing the 2019–20 Read by Grade Three Law Assessments (2019); 2021–22 Early Literacy MCL 380.1280f Extensive Assessments)
- Michigan DOES require in policy students to be screened three times per year.
IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

RESOURCES

• MDE, Initial Assessment Rubric
• MDE, Extensive Assessment Rubric
• MDE, Early Literacy Assessment Systems that Support Learning

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Michigan should expand policy to require school districts to adopt a universal reading screener that is aligned to the science of reading and does not include screeners aligned to the three-cueing model of instruction.
Screener for Characteristics of Dyslexia

IMPLEMENTATION LEVEL
PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan HAS NOT approved a screener for characteristics of dyslexia.

• Michigan HAS created a dyslexia handbook to provide guidance to districts in identifying students with dyslexia. ([Michigan Dyslexia Handbook (2022)](https://example.com))

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Michigan should approve a screener for characteristics of dyslexia that assesses all of the following skills, as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency.

• Michigan should require the dyslexia screener to be administered at the end of Kindergarten and the beginning of 1st and 2nd grade, at a minimum.
Parental Notification

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires parental notification of students identified with reading difficulties within 30 days of each administration of the state-approved universal reading screener and/or dyslexia screener.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan DOES require parent notification of a student identified with a reading deficiency within 14 days of the CEPI (Center for Educational Performance and Information) receiving the student’s assessment results. [MDE, Read by Grade Three Guide October 2019]

• Michigan DOES monitor compliance with parental notification — notification that letters have been mailed will be sent to MDE to ISDE and district superintendents, and building/PSA principals through the State Superintendent’s Thursday communication, as well as through GovDelivery to the MDE ELA list serve. [MDE, Read by Grade Three Guide October 2019]

• Michigan DOES also encourage districts to send their own communication to parents as well. [MDE, Read by Grade Three Guide October 2019]

RESOURCES

• MDE, Read by Grade Three Implementation Checklist
• MDE, Read by Grade Three Sample District Letter
• CEPI, Sample Retention Letter

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
District Adoption of High-Quality Instructional Materials

IMPLEMENTATION LEVEL
PARTIAL IMPLEMENTATION

The state provides guidance and resources to assist districts in the identification and selection of high-quality instructional materials aligned to the science of reading and state standards.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Michigan DOES provide guidance and resources to support the identification and selection of HQIM aligned to science of reading and state standards. ([Memo: Guidance on Reviewing, Selecting, and Implementing High-Quality Instructional Literacy Materials (2023)])

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should expand policy to require school districts to adopt high-quality instructional materials that are aligned to the science of reading and state standards.
- Michigan should create a vetted and approved list of high-quality instructional materials for districts.
- Michigan should require districts to post their adopted materials on the district website.
Elimination of Three-Cueing Instructional Materials

IMPLEMENTATION LEVEL
PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan HAS NOT adopted a policy that bans three-cueing instructional materials.

CONSIDERATION(S) FOR STRENGTHENING POLICY

• Michigan should adopt a policy, clearly in statute or regulation, that prohibits the use of three-cueing as part of their comprehensive literacy policy.
Individual Reading Plans

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to develop and implement an individual reading plan for students who are identified as having a reading deficiency within 30 days of receiving screening results. There is an established process for monitoring the implementation of those plans and a timeline for notifying parents of the development of the plan.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan policy DOES require schools to create an individual reading improvement plan for students identified with a reading deficiency within 30 days of identification of a reading deficiency. (See also MDE, Facts for Families: What is the Read by Grade Three Law?)

• Michigan DOES require schools to use the intensive intervention plan established in the reading improvement plan until the student no longer has a reading deficiency and the plans must be modified based on the students’ identified needs. (MDE, Read by Grade Three Guide October 2019)

RESOURCES

• MDE, Individual Reading Improvement Plan (IRIP) FAQs

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
Regularity Monitor Student Progress

IMPLEMENTATION LEVEL

FULL IMPLEMENTATION

The state requires schools to regularly monitor and document students’ progress within a multi-tiered system of supports (MTSS) and utilize the data to inform instruction and interventions as needed and in a timely manner. Monitoring can take many forms (i.e., observations, screeners, assessments, and student work).

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Michigan DOES track district/school monitoring of students’ progress within a MTSS. (*MDE, MiMTSS*)

• Michigan DOES require educators, through the state’s MTSS, to use data to inform instruction. (*MDE, Michigan’s Multi-Tiered System of Supports (MiMTSS) Frequently Asked Questions (2020)*)

• Michigan DOES provide guidance and information for educators on the state’s MTSS system, including access to a TA Center and training information. (*MDE, MiMTSS*)

CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.
Evidence-Based Interventions

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

The state requires school districts to target students’ needs by adopting evidence-based interventions grounded in the science of reading and may provide guidance in the selection of the interventions. Interventions are provided before, during, or after school.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Michigan DOES require schools, through policy, to provide intensive reading intervention for students in grades K–3.
- Michigan DOES NOT provide an approved list through policy or guidance in the selection of the interventions.
- Michigan DOES require schools and districts to use extensive assessments to determine the placement of students into intervention tiers and identification of specific support needs to address deficiencies. ([Memo: Announcing the 2019–20 Read by Grade Three Law Assessments (2019); 2021–22 Early Literacy MCL 380.1280f Extensive Assessments](#))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should adopt a vetted and approved list of interventions that are grounded in the science of reading that districts and schools can use to select appropriate interventions for students.
- Michigan should require that interventions are provided before, during, or after school.
Summer Reading Camps

IMPLEMENTATION LEVEL

PARTIAL IMPLEMENTATION

Michigan encourages summer reading camps, but this is not required of schools or districts.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Michigan DOES encourage schools and districts to offer summer reading camps for students who have deficiencies in reading. ([MDE, Read by Grade Three Guide October 2019](#))

RESOURCES

- [MDE, Literacy: Out of School Time](#)

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should expand policy to require districts to offer summer reading camps to rising 1st through 4th grade students who are identified as having a reading deficiency to remediate learning loss and/or build reading skills.
- Michigan should require all staff at summer reading camps to be trained in the science of reading.
IMPLEMENTATION LEVEL

FUTURE IMPLEMENTATION

Full implementation of this principle requires the following: The state requires schools to provide read-at-home plans to parents as soon as a student is identified with a reading deficiency. Strategies shared with parents target students’ needs based on data and are aligned with the science of reading.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

• Beginning July 1, 2024, Michigan will require schools to provide read-at-home plans to parents of students in Kindergarten–3rd grade. ([Section 380.1280f.amended](#))

• Michigan DOES provide information and guidance to parents on supporting students at home. ([MDE, Read by Grade 3 – Parent Awareness Toolkit PowerPoint](#))

• Michigan DOES provide a list of resources and guidance for districts in order to select resources to provide to parents. ([MDE, Read by Grade Three Guide October 2019](#))

RESOURCES

• [Michigan eLibrary, eResources Supporting Early Literacy](#)

• [MDE, Early Literacy – Read by Grade Three Law, Parent Resources](#)

• [MDE, Literacy: Family & Community Engagement](#)
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Until 2023, Michigan DID require students who are unable to demonstrate sufficient reading skills on the state test-based options provided be retained. (MDE, Read by Grade Three Guide October 2019)

- As of 2023, Michigan DOES NOT have policies requiring retention of students who are unable to demonstrate sufficient reading skills on the state test-based options, per legislation signed in 2023. (Senate Bill 12, Michigan Legislature (2023))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should amend policy to require retention of students who are unable to demonstrate sufficient reading skills on the state test-based options.
Multiple Options for Promotion

**IMPLEMENTATION LEVEL**

**PRINCIPLE NOT ADOPTED**

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

**EVIDENCE/GUIDANCE**

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Until 2023, Michigan DID require students who are unable to demonstrate sufficient reading skills on the state test-based options provided be retained and provided for three options for promotion, including meeting the state test requirement, demonstrating a 3rd grade reading level through performance on an alternative standardized reading assessment, or through demonstration of a 3rd grade reading level through a student portfolio. ([MDE, Read by Grade Three Guide October 2019](#))

- As of 2023, Michigan DOES NOT have policies requiring retention of students who are unable to demonstrate sufficient reading skills on the state test-based options, per legislation [signed](#) in 2023. ([Senate Bill 12, Michigan Legislature (2023)](#))

**CONSIDERATION(S) FOR STRENGTHENING POLICY**

- In establishing a retention policy, Michigan should offer at least three pathways for promotion to 4th grade, including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3rd grade reading skills through a portfolio of student work.
IMPLEMENTATION LEVEL

PRINCIPLE NOT ADOPTED

The state has not adopted policy (statute or regulation) that meets the fundamental principle for this area.

EVIDENCE/GUIDANCE

Evidence of the state’s policy implementation and/or guidance in this area includes:

- Until 2023, Michigan DID require students who are unable to demonstrate sufficient reading skills on the state test-based options be retained and provided for good cause exemptions, including exemptions that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained. ([MDE, Read by Grade Three Guide October 2019](https://www.doe.org/read-by-grade-three-guide-october-2019))

- As of 2023, Michigan DOES NOT have policies requiring retention of students who are unable to demonstrate sufficient reading skills on the state test-based options, per legislation [signed](https://www.doe.org/news/releases/coe/enacted-legislation) in 2023. ([Senate Bill 12, Michigan Legislature (2023)](https://www.doe.org/news/releases/coe/enacted-legislation))

CONSIDERATION(S) FOR STRENGTHENING POLICY

- In establishing a retention policy, Michigan should allow specific good cause exemptions for promotion to 4th grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.

- Michigan should provide that when a student is allowed to be promoted with a good cause exemption, intensive interventions should continue.