



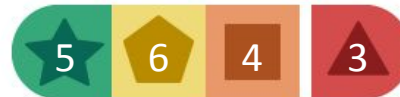
# Early Literacy Matters

## State-by-State Policy Implementation Report

Explore Michigan's adoption and implementation of the 18 Early Literacy Fundamental Principles.






MI

PRINCIPLE ADOPTION  
IMPLEMENTATION



# 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 3<sup>rd</sup> grade. The policy also requires 3<sup>rd</sup> grade students to demonstrate sufficient reading skills for promotion to 4<sup>th</sup> 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.

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

# Early Literacy Policy Implementation Rubric

## PURPOSE

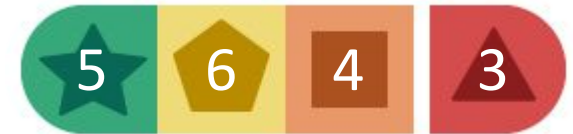
The purpose of this document is to provide an analysis of states' implementation of K–3 reading policies aligned to ExcelinEd's [fundamental principles](#) of an early literacy policy. It builds on an analysis of states' adoption of statutes and regulations establishing requirements for each component 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

15 out of 18



### STATE POLICY ADOPTION REFERENCE MATERIALS

- [Michigan Education Code 380.1280f Grade 3; English language arts proficiency; assessment](#)
- [MDE, Literacy](#)
- [MDE, Literacy – K-12 Literacy and Dyslexia Laws – PA 146/147](#)
- [Michigan Department of Lifelong Education, Advancement, and Potential, Michigan PreK–12 Literacy Commission](#)

# Science of Reading (SOR) Training



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Full implementation requires the following:* State-adopted science of reading training is required for all K–3 teachers and administrators, and an implementation plan for rollout is clearly communicated to all educators.

## EVIDENCE/GUIDANCE

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

- Beginning in 2027–2028, [policy](#) WILL require school districts, intermediate school districts, and public school academies to provide assurance that all literacy consultants, literacy coaches, and other personnel providing reading intervention or reading instruction to students in grades K–12 have received professional learning in several areas, including evidence-based instructional methods and features of evidence-based interventions that are grounded in the science of reading, characteristics and underlying factors of dyslexia, secondary consequences of dyslexia, instructional adjustments to address dyslexia and pupils at risk for accurate and efficient decoding, and principles of structured literacy.
- 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, 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 \(2023\)](#); [Memo: K–12 Literacy and Dyslexia Laws \(Public Act 146 and Public Act 147\) Implementation in conjunction with Section 35m Committee for Literacy Achievement \(Public Act 120\)](#))

# Science of Reading (SOR) Training

**CONTINUED****IMPLEMENTATION LEVEL****FUTURE IMPLEMENTATION****RESOURCES**

- [MDE, Literacy – Professional Learning](#)
- [Michigan Literacy Essentials](#)

**CONSIDERATION(S) FOR  
STRENGTHENING POLICY**

At this time, we have no considerations for strengthening this principle.

# Literacy Coaches



## 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](#))
- Beginning in 2027–2028, [policy](#) WILL require school districts, intermediate school districts, and public school academies to provide assurance that all literacy coaches have received professional learning in several areas, including evidence-based instructional methods and features of evidence-based interventions that are grounded in the science of reading, characteristics and underlying factors of dyslexia, secondary consequences of dyslexia, instructional adjustments to address dyslexia and pupils at risk for accurate and efficient decoding, and principles of structured literacy.

## 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.

# Educator Preparation Program (EPP) Alignment



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

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](#))

# Educator Preparation Program (EPP) Alignment

**CONTINUED**

## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

#### EVIDENCE/GUIDANCE (CONTINUED)

- By 2027, [policy](#) WILL require teacher preparation programs to offer instruction regarding the characteristics of dyslexia, the secondary consequences of dyslexia, instructional adjustments for students with dyslexia, methods for developing schoolwide and classroom infrastructure through an MTSS; and for those programs preparing candidates for certifications or endorsements related to reading, the courses must include evidence-based instructional methods and features of interventions that are grounded in the science of reading and principles of structured literacy. (See also [Memo: K–12 Literacy and Dyslexia Laws \(Public Act 146 and Public Act 147\) Implementation in conjunction with Section 35m Committee for Literacy Achievement \(Public Act 120\)](#))

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should expand policy to require that educator preparation program coursework prohibits the use of course materials that include three-cueing instructional strategies.

# Educator Preparation Program (EPP) Assessment



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Elementary education candidates must take an assessment that is aligned to the science of reading, but the results may not impact licensure.

## 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 K–12 Literacy and Dyslexia Laws/P.A. 146/147
  - Training for educators, including funding for LETRS training
  - Early literacy hubs at family engagement centers
  - Funding to create a committee for Literacy Achievement and allocate funding for instructional materials ([Section 35m](#)) (See [MDE, The Committee for Literacy Achievement/HQ Literacy Materials Grant](#))
  - Funding to administer the competitive Reading Excellence and Advancing District (READ) Innovation Grant ([Section 35n](#)) (See [MDE, The Reading Excellence and Advancing District \(READ\) Innovation Grant](#))

## 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

### FULL IMPLEMENTATION

A state-approved universal reading screener is administered to K–3 students 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 [policy](#) DOES require the Michigan Department of Education to adopt an approved list of universal reading screeners to be administered to students in grades K–3, which must be aligned with the science of reading. (See [MDE, Public Act 146 & Public Act 147 – The K–12 Literacy and Dyslexia Laws Frequently Asked Questions \(FAQ\) \(Updated on 4-4-2025\)](#))
- As of January 1, 2026, Michigan [policy](#) DOES require districts to choose one valid and reliable screening and one progress-monitoring reading assessment from the list of [K-3 Screening & Progress Monitoring Assessments](#) compiled by the Department. (See [MDE, Public Act 146 & Public Act 147 – The K–12 Literacy and Dyslexia Laws Frequently Asked Questions \(FAQ\) \(Updated on 4-4-2025\)](#))
- 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.



# Universal Reading Screener

**CONTINUED**

## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

#### RESOURCES

- [MDE, Initial Assessment Rubric](#)
- [MDE, Extensive Assessment Rubric](#)
- [MDE, Early Literacy Assessment Systems that Support Learning](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Screeners for Characteristics of Dyslexia



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Full implementation of this principle requires the following: A state-approved screener for characteristics of dyslexia assesses the following skills as developmentally appropriate: phonological and phonemic awareness, sound-symbol recognition, alphabet knowledge, decoding, rapid naming, encoding, and oral reading fluency. The screener is, at minimum, administered to all students at the end of Kindergarten and the beginning of 1<sup>st</sup> and 2<sup>nd</sup> grade.*

## EVIDENCE/GUIDANCE

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

- Michigan HAS created a dyslexia handbook to provide guidance to districts in identifying students with dyslexia. ([Michigan Dyslexia Handbook \(2025\)](#))
- Michigan [policy](#) DOES require the Department of Education to develop dyslexia expertise to provide technical assistance to schools regarding dyslexia and other underlying factors.
- Beginning in 2026, [policy](#) WILL require the Department to identify, within each approved assessment on the state’s [approved list](#) of literacy assessments, a list of the elements of a reliable and valid universal screening assessment for the purpose of identifying students with characteristics of dyslexia or difficulties in learning to decode accurately and efficiently.
- Beginning in 2027–2028, [policy](#) WILL require each district, intermediate school district, or public school academy to screen all students for characteristics of dyslexia and difficulties to decode accurately and efficiently – each student must be screened during grades K–3.

## CONSIDERATION(S) FOR STRENGTHENING POLICY

At this time, we have no considerations for strengthening this principle.



# 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 February 2024](#))
- 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 listserv. ([MDE, Read by Grade Three Guide February 2024](#))
- Michigan DOES also encourage districts to send their own communication to parents as well. ([MDE, Read by Grade Three Guide February 2024](#))

## RESOURCES

- [MDE, Public Act 146 Parent Letter](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# District Adoption of High-Quality Instructional Materials



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Full implementation requires the following:* The state requires school districts to adopt high-quality instructional materials aligned to the science of reading and state standards from a vetted and approved list. Districts must post their adopted materials on the district website.

## 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 \(2023\)](#))
- As of January 1, 2026, the Michigan Department of Education IS required in [policy](#) to provide a list of approved evidence-based Tier 1 elementary reading curricula and materials that are aligned to the science of reading. This list must not include materials that have instructional methods or curriculum resources that “minimize the importance of primarily using letter-sound information to decode or recognize unknown words, including, but not limited to, any of the uses of letter-sound information...unless such instructional methods and curriculum resources are being used to confirm the meaning of unknown words after decoding has been attempted.”
- Beginning September 30, 2026, Michigan [policy](#) (Sec. 164k) WILL require districts to use curriculum from the Department’s [evidence-based curriculum list](#). Failure to do so could result in the Department withholding 5% of the payment the district or intermediate district is eligible to receive under the law. Further, if a district fails to meet the requirement, the district must inform parents or legal guardians that the curriculum being used is not evidence-based or aligned to state standards; an explanation as to why the district is not using an evidence-based curriculum; and a plan, with a projected timeline, for when a new curriculum will be adopted that meets the state’s requirements.

# District Adoption of High-Quality Instructional Materials

CONTINUED



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

#### EVIDENCE/GUIDANCE (CONTINUED)

- The Michigan [FY 2025 State School Aid Act](#) DID provide \$87,000,000 to the Michigan Department of Education to create a [Committee for Literacy Achievement](#) and allocate funding based on a rankings list of materials. The Committee for Literacy Achievement will critically evaluate literacy series and materials, literacy professional development, and literacy tools or services. The Committee for Literacy Achievement will also create and maintain rankings lists for all literacy items the Committee has evaluated. Once lists are established, districts will apply for funding based on the rankings list of literacy items.

#### RESOURCES

- [Memo: Information on Sections 35m and 35n and PAs 146 and 147 \(2025\)](#)
- [Memo: Section 35m Committee for Literacy Achievement/High-Quality Literacy Materials Grant Announcement](#)
- [MDE, More than 550 Districts Announced as Awardees of Grants for Early Literacy Materials](#)

#### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should require districts to post their adopted materials on the district website.

# Elimination of Three-Cueing Instructional Materials



## IMPLEMENTATION LEVEL

### FUTURE IMPLEMENTATION

*Full implementation requires the following:* The state has adopted a policy to eliminate the use of all instructional materials that include the three-cueing systems model for teaching word reading with a clear timeline for the elimination of the use of these materials.

### EVIDENCE/GUIDANCE

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

- Michigan currently HAS NOT adopted a policy that bans three-cueing instructional materials.
- Michigan [policy](#) DOES, beginning in 2027, provide that instructional methods and curriculum resources must not include methods or curriculum resources that “minimize the importance of primarily using letter-sound information to decode or recognize unknown words, including, but not limited to, any of the uses of the letter-sound information...unless such instructional methods and curriculum resources are being used to confirm the meaning of unknown words after decoding has been attempted: (A) Prompting pupils to guess unknown words using pictures and illustrations. (B) Skipping over an unknown word or words to use the meaning of the passage to recognize the unknown word or words. (C) Identifying only the first sound of an unknown word and then being prompted to guess the word using the word’s initial sound and the meaning of the text surrounding the word. (D) Memorizing a word in its written form. (E) Using predictable text and leveled text to provide initial word recognition instruction and practice in reading new learned letter-sound correspondences.”

### CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should expand policy to clearly state that the three-cueing systems model should not be used to teach reading and should not be present in instructional methods or curriculum resources.

# 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 – February 2024](#))

### CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Regularly 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, Multi-Tiered System of Supports \(MTSS\)](#))
- 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, Multi-Tiered System of Supports \(MTSS\)](#))
- Beginning in 2027–2028, [policy](#) WILL require districts and schools to ensure a MTSS is provided to students who have exhibited characteristics of dyslexia or are experiencing difficulty in learning to decode accurately and efficiently – the MTSS must meet certain requirements as established in the new law.

### 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.
- As of January 1, 2026, Michigan [policy](#) DOES require the Department of Education to publish a [list](#) of evidence-based tier 1, class-wide elementary reading curricula and materials that are aligned with science of reading methods.
- Michigan HAS created a [rankings list](#) of early literacy interventions that are aligned to the science of reading as required in [Section 35m](#) – the rankings list is the basis for how funding is allocated to districts and intermediate districts and districts will apply for Section 35m funding for one literacy item from one of the ranking lists.
- 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 require schools and districts to use intervention materials from the vetted and approved list that are grounded in the science of reading.
- Michigan should require that interventions are provided before, during, or after school.

# Summer Reading Camps



## IMPLEMENTATION LEVEL

### PARTIAL IMPLEMENTATION

Michigan provides for summer reading camps in policy, but this is optional and not required of schools or districts.

## EVIDENCE/GUIDANCE

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

- Michigan [policy](#) DOES encourage schools and districts to offer summer reading camps for students who have deficiencies in reading, staffed with “effective teachers of reading.” ([MDE, Read by Grade Three Guide February 2024](#))

## CONSIDERATION(S) FOR STRENGTHENING POLICY

- Michigan should expand policy to require districts to offer summer reading camps to rising 1<sup>st</sup> through 4<sup>th</sup> 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.

# Parent Read-At-Home Plan



## IMPLEMENTATION LEVEL

### FULL IMPLEMENTATION

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:**

- Michigan [policy](#) DOES require schools to provide read-at-home plans to parents of students in Kindergarten–3<sup>rd</sup> grade.
- Michigan DOES provide information and guidance to parents on supporting students at home. ([MDE, Read by Grade 3 – Parent Awareness Toolkit](#))
- 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 February 2024](#); [MDE, Family Engagement for Literacy](#))

## RESOURCES

- [Michigan eLibrary, eResources Supporting Early Literacy](#)
- [MDE, Literacy: Family & Community Engagement](#)

## CONSIDERATION(S) FOR STRENGTHENING POLICY

This principle currently meets full implementation.

# Initial Determinant Retention at 3<sup>rd</sup> Grade Based on State Assessment



## 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 were unable to demonstrate sufficient reading skills on the state test-based options provided be retained. ([MDE, Read by Grade Three Guide February 2024](#))
- 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 adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include multiple pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment or qualifying for a good cause exemption.

# 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 were 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 3<sup>rd</sup> grade reading level through performance on an alternative standardized reading assessment, or through demonstration of a 3<sup>rd</sup> grade reading level through a student portfolio. ([MDE, Read by Grade Three Guide February 2024](#))
- 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 adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include at least three pathways for promotion to 4<sup>th</sup> grade including achieving a predetermined level on the state reading assessment, passing an alternative assessment or retest, or successfully demonstrating sufficient 3<sup>rd</sup> grade reading skills through a portfolio of student work.

# Good Cause Exemptions for Some Students



## 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 were 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 February 2024](#))
- 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 adopt policy to require that students who are unable to demonstrate sufficient reading skills (on the state test-based options provided) be retained. Policy should include specific good cause exemptions for promotion to 4<sup>th</sup> grade that recognize the special needs of some students with disabilities, English language learners, and students who were previously retained.

