



How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law:

A Presentation for Michigan's Early Literacy Task Force

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Session Overview:

How the ISD Early Literacy Coaching Component of the Read by Grade Three Law Has Been Implemented to Date

1. Background and Overview of Data and Methods
2. Key Findings
3. Recommendations for the ELTF



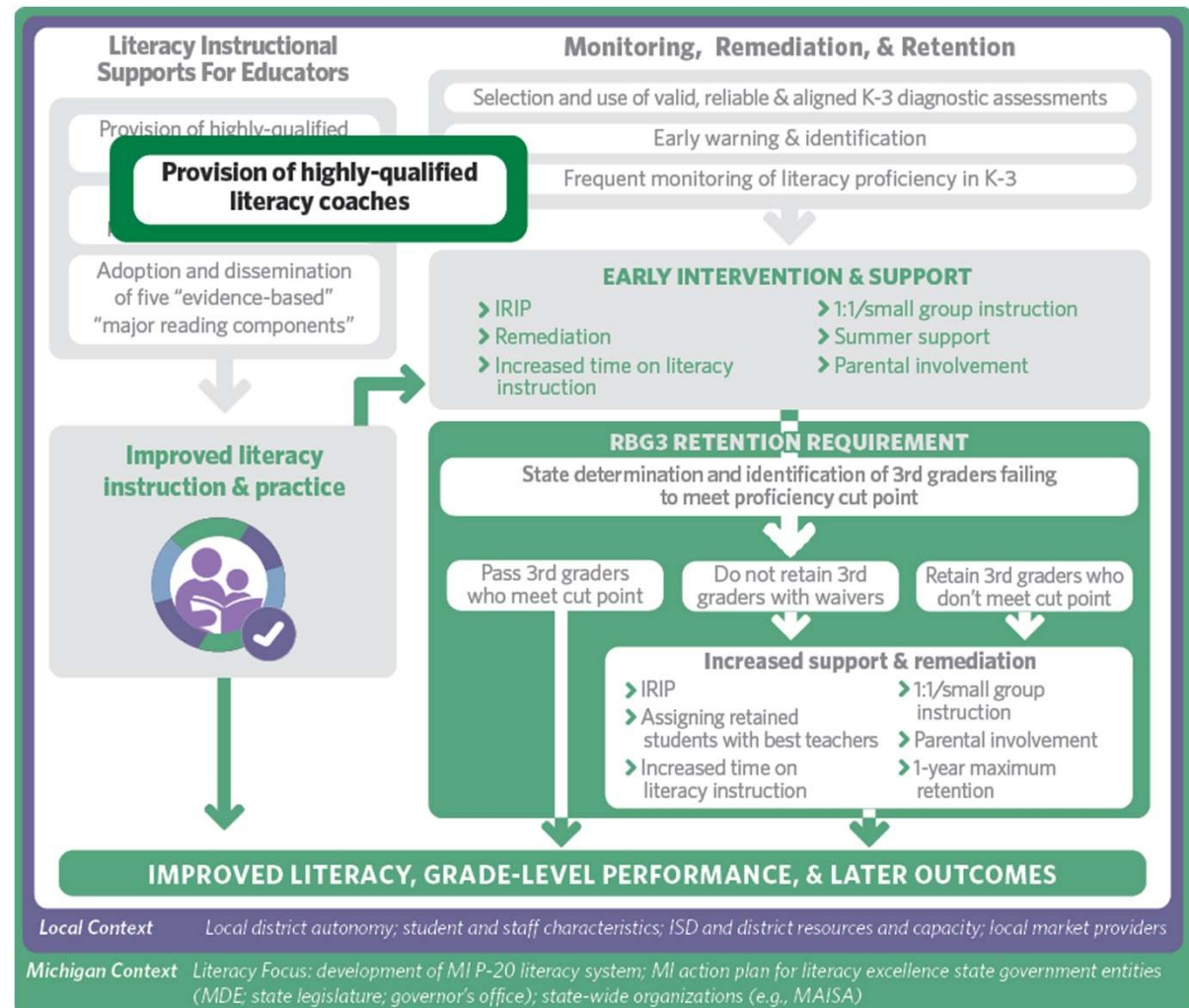
Background and Overview of Data and Methods



ISD Early Literacy Coaches:

A Key Mechanism by Which the Read by Grade Three Law Aims to Improve K-3 Literacy Instruction

- Section 35a(4) of State School Aid Act allocates \$31.5 million annually for ISD Early Literacy Coaches
- Each ISD is eligible to receive \$112,500 per coach
- **How has this component of the Law been implemented to date?**
- **How did educators perceive the ISD Early Literacy Coaches with whom they worked?**



Data Sources:

EPIC Used a Combination of Surveys and Interview Data

EPIC Survey and Interview Data,

How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021

EPIC Read by Grade Three Survey

EPIC surveyed K-8 teachers and principals, district superintendents, and ISD Early Literacy Coaches in February-June 2020

State-Level Stakeholder Interviews

EPIC conducted semi-structured interviews with state-level stakeholders in fall 2019 (N=24)

State-level policymakers (n=11)

MDE personnel (n=5)

External stakeholders (n=8)

Page 4, Table 1: Sample Size and Response Rates

	Survey Sample	Target Population	Response Rate
Classroom teachers, K-3	7,110	16,662	43%
• 3rd-grade classroom teachers	1,771	3,647	49%
Classroom teachers, 4-5	2,755	7,260	38%
Classroom teachers, 6-8	4,075	17,762	23%
Principals, K-5 only	584	1,247	47%
Principals, K-5 and 6-8	161	763	21%
Principals, 6-8 only	183	655	28%
District Superintendents	192	546	35%
ISD Early Literacy Coaches	133	151	88%

Note: The target population for classroom teachers in kindergarten through third grade include teachers who were assigned to a single grade in K-3 in 2019 fall administrative records. The target population for classroom teachers in sixth through eighth grade is estimated by teachers who were assigned to any grade in 6-8 and were not assigned to other grades in 2019 fall administrative records. The target populations of principals by grade span are based on the actual grades in which schools provide instructions as reported in the Educational Entity Master.



Key Findings



Key Finding #1:

**ISD Early Literacy Coaches
Met Required Qualifications
Under the Law**



Key Finding #1:

ISD Early Literacy Coaches Met Required Qualifications Under the Law

Page 5, Table 2: Reported Characteristics of ISD Early Literacy Coaches,
How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021

**According to the Read by Grade Three Law,
ISD Early Literacy Coaches should have:**

- Experience as a successful classroom teacher
- Sufficient knowledge of scientifically based reading research and instruction
- Data management skills
- An ability to work with adults
- At least a bachelor's degree and advanced coursework in reading, or have completed professional development in evidence-based literacy instructional strategies

ISD Early Literacy Coaches largely met these qualifications.



Key Finding #2:

**ISD Early Literacy Coaches
Fulfilled Their Responsibilities
Outlined in the Law**



Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches Most Often Reported That Their Time Was Allocated Toward the Responsibilities Outlined for Them in the Law

On average, ISD Early Literacy Coaches reported providing:

- **One-on-one literacy coaching** to 13 teachers and 4 other coaches (in 3 schools and 2 districts)
- **Other literacy professional development** to 55 teachers (in 6 schools and 4 districts) and 11 other coaches (in 5 schools and 3 districts)



On average, **83 teachers and other coaches** received one-on one literacy coaching or other professional development from an ISD Early literacy coach.

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches Most Often Reported That Their Time Was Allocated Toward the Responsibilities Outlined for Them in the Law

In a typical week, ISD Early Literacy Coaches **most often reported spending their time:**

- Leading/facilitating/organizing professional development for groups of teachers
- Working one-on-one with individual teachers on their instruction

They **least often reported spending their time:**

- Performing noncoaching administrative duties
- Administering or coordinating instructional assessments
- Working with students in whole and small group settings (not in the context of coaching a teacher)

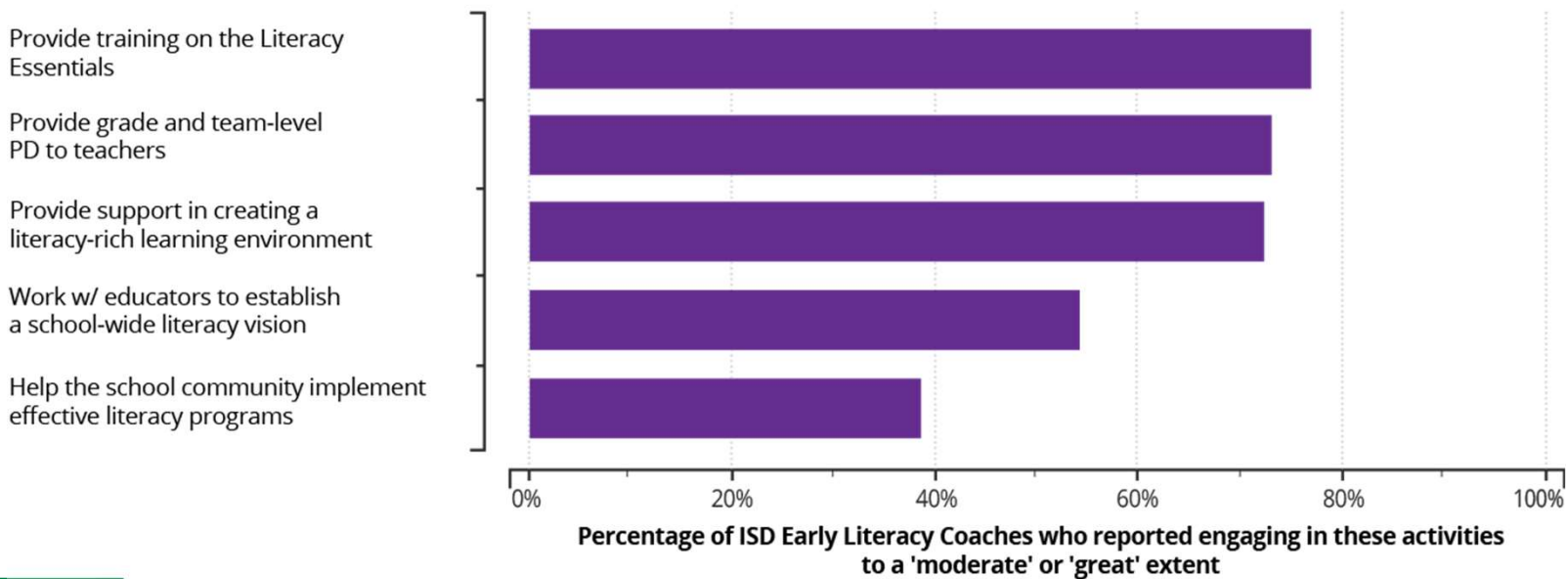


Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches Most Often Reported That Their Time Was Allocated Toward the Responsibilities Outlined for Them in the Law

Page 7, Figure 1: ISD Early Literacy Coaches' Literacy Support to Schools, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



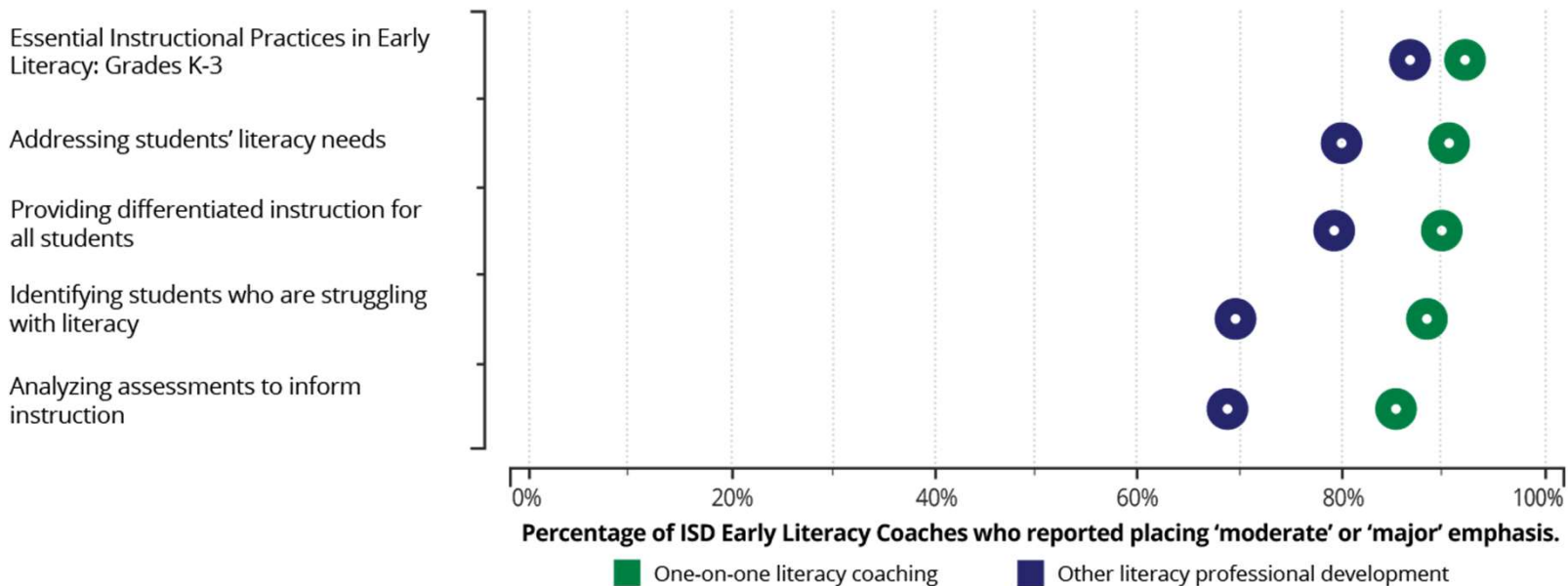
Note: ISD Early Literacy Coaches were asked, "In thinking about the ways in which you support literacy instruction in schools, to what extent do you do each of the following?" Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches Provided Professional Development Focused on Identifying & Addressing Students' Literacy Needs & the Literacy Essentials

Page 8, Figure 2: Areas of Instruction Emphasized in ISD Early Literacy Coaches' PD, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



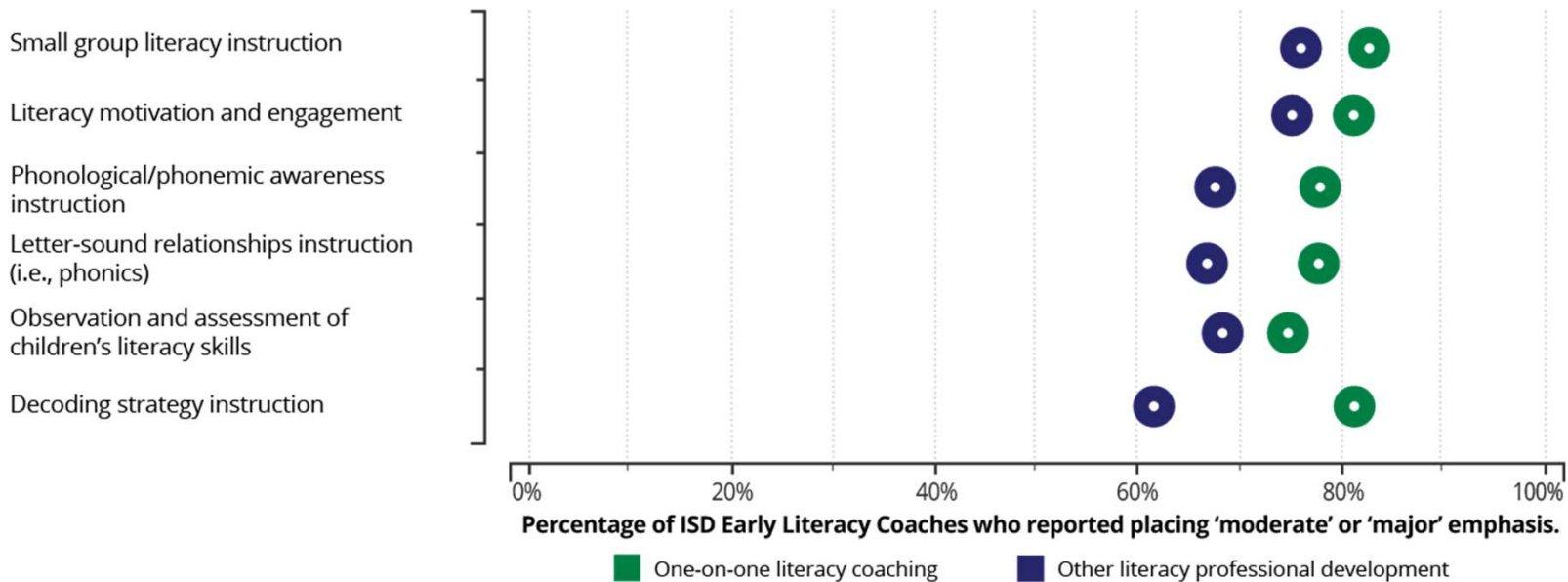
Note: This figure combines results from multiple survey questions. ISD Early Literacy Coaches who indicated providing one-on-one literacy coaches to at least one teacher in the 2019-20 school year were asked, "Considering all the one-on-one literacy coaching sessions you have done with teachers this school year, please indicate how much emphasis you have placed on supporting the following areas of instruction." Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches' Professional Development Aligned with the Literacy Essentials

Page 9, Figure 3: Types of Instruction Emphasized in ISD Early Literacy Coaches' PD, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



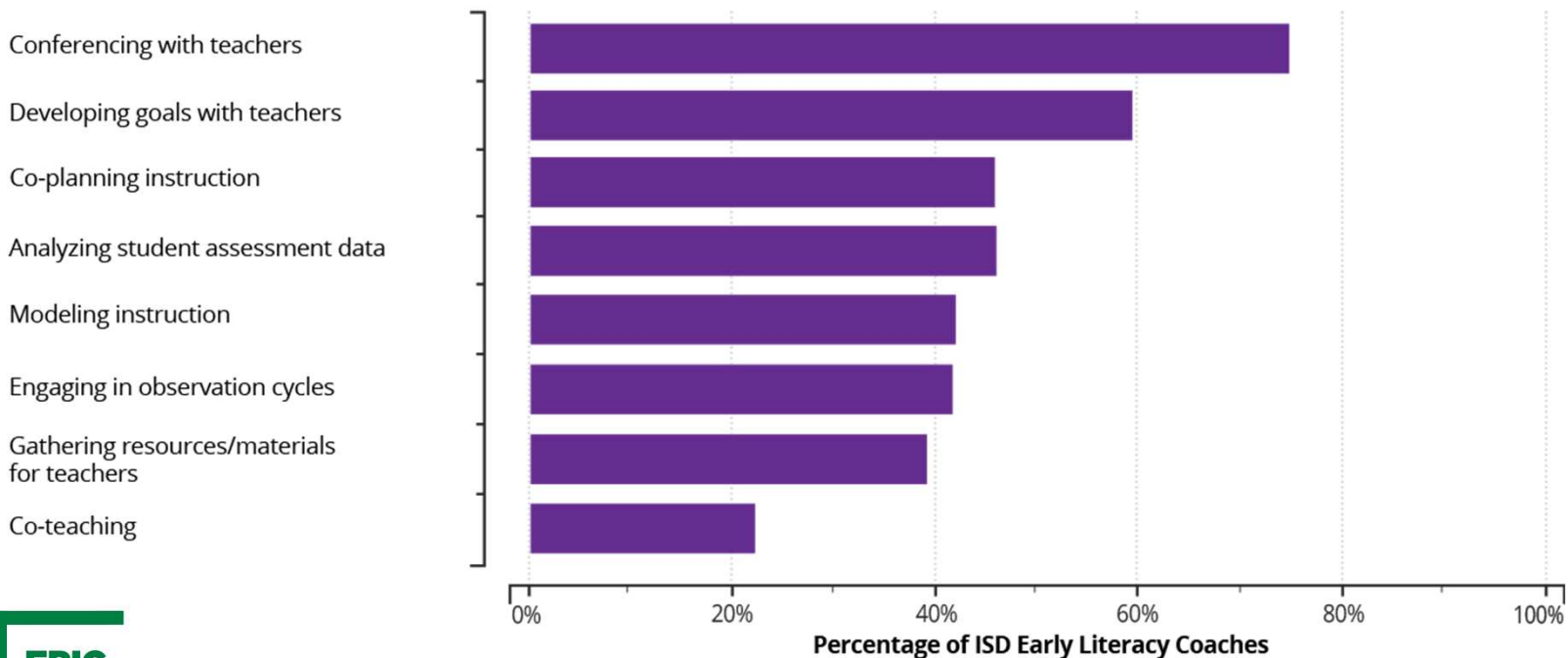
Note: This figure combines results from multiple survey questions. ISD Early Literacy Coaches who indicated providing one-on-one literacy coaches to at least one teacher in the 2019-20 school year were asked, "Considering all the literacy coaching sessions you have conducted with teachers this school year, how much emphasis have you placed on supporting each of the following types of instruction?" Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

ISD Early Literacy Coaches Provided One-on-One Coaching Using a Variety of Approaches

Page 10, Figure 4: Approaches to One-on-One Literacy Coaching Provided by ISD Early Literacy Coaches, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



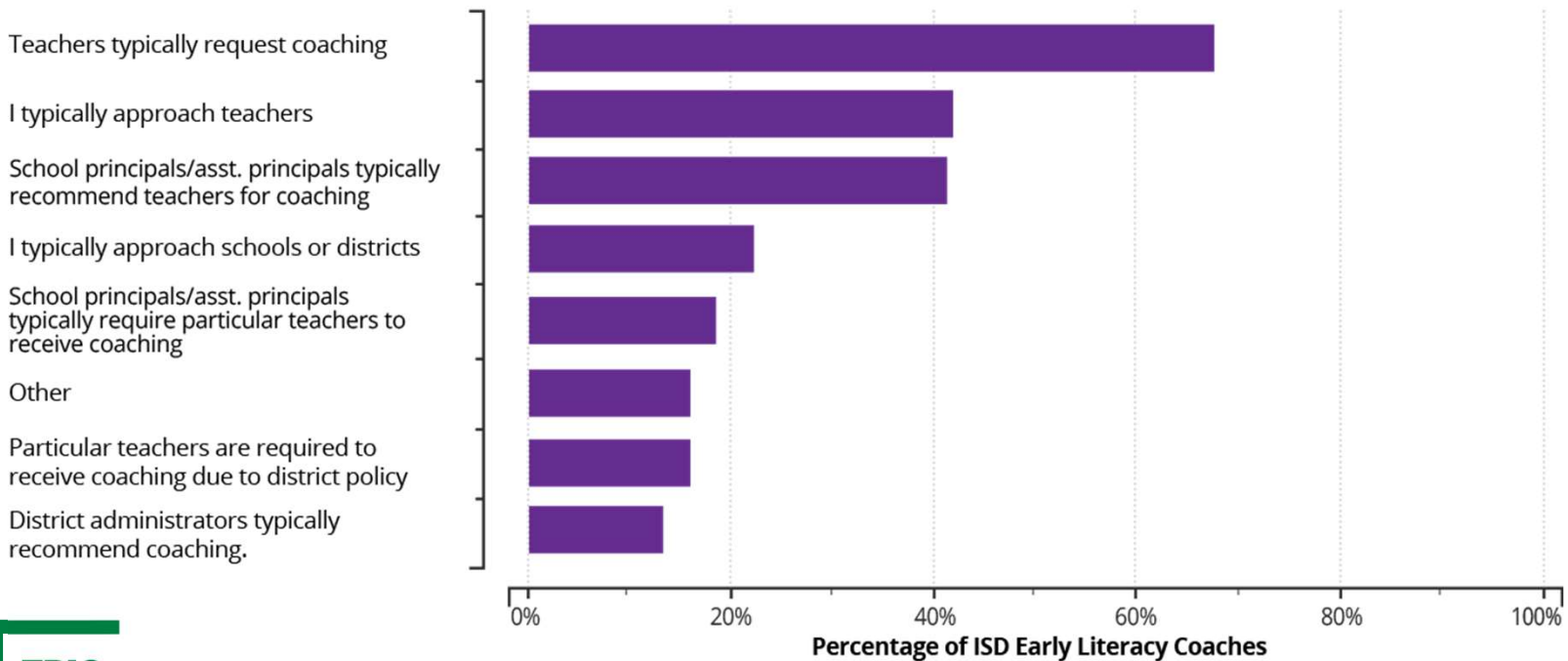
Note: ISD Early Literacy Coaches were asked, "In thinking about the ways in which you support literacy instruction in schools, to what extent do you do each of the following?" Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

Teachers Were Most Often Identified for One-on-One Literacy Coaching by Requesting It

Page 11, Figure 5: How Teachers Were Identified for ISD Early Literacy Coaching, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



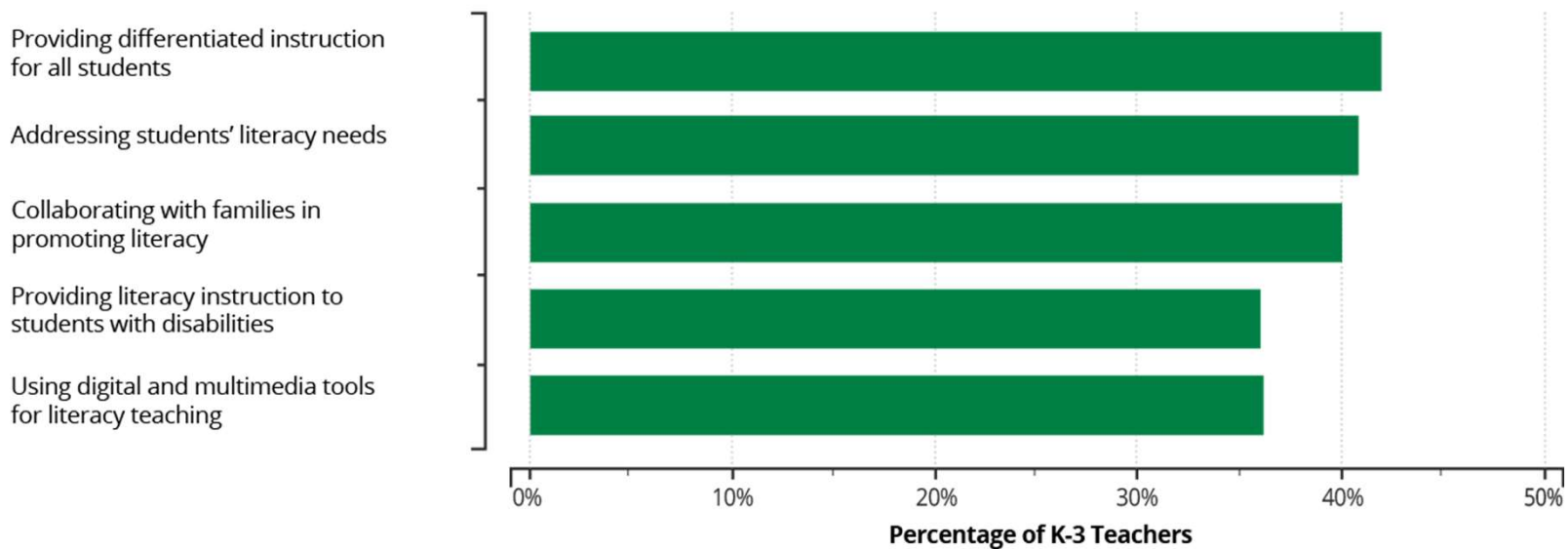
Note: ISD Early Literacy Coaches were asked, "How are teachers typically identified for literacy coaching? Please mark all that apply." Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #2:

ISD Early Literacy Coaches Fulfilled Their Responsibilities Outlined in the Law

Teachers Wanted Additional Support in Areas Emphasized by the Law

Page 12, Figure 6: Reported Areas of Desired Additional Literacy PD,
How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



Note: Teachers were asked, "In which of the following areas would you like to receive additional literacy support (through either one-on-one literacy coaching or other professional development)? Please mark all that apply."
Source: EPIC survey of educators about the Read by Grade Three Law



Key Finding #3:

Teachers Reported Having Less Access to ISD Early Literacy Coaches Than to Other Coaching Providers



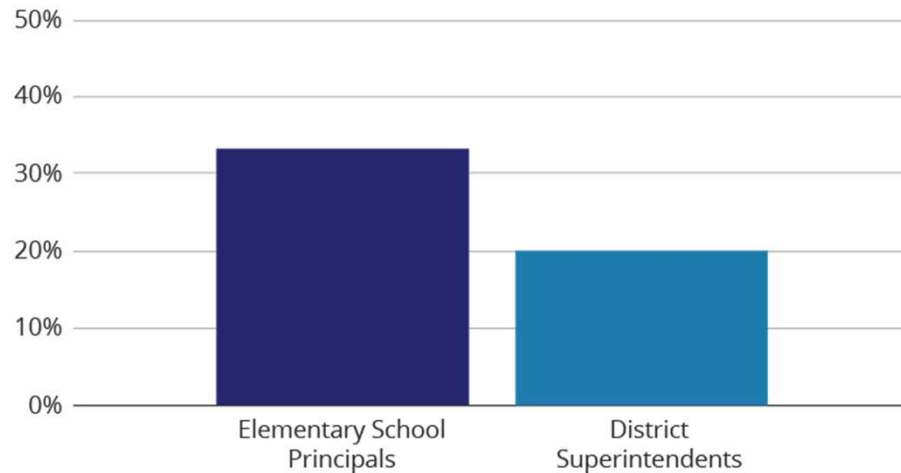
Key Finding #3:

Teachers Reported Having Less Access to ISD Early Literacy Coaches Than to Other Providers

There Was an Overall Lack of Access to Literacy Coaches

Some administrators reported they didn't have access to any ISD Early Literacy Coaches,
 How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021

Administrators were also likely to report not having access to school- or district-based coaches, but more often reported having access to literacy specialists/interventionists.



ISD Early Literacy Coaches, Spring, 2020

	# of ISDs
0 ISD Early Literacy Coach	2
1 ISD Early Literacy Coach	19
2 ISD Early Literacy Coaches	17
3 ISD Early Literacy Coaches	18

Page 3, Table 3: Reported Number of Literacy Coaches Working in Schools and Districts

	K-5 Principals	District Superintendents
0 ISD Early Literacy Coaches	32.50%	21.30%
1-2 ISD Early Literacy Coaches	44.50%	49.20%
>=3 ISD Early Literacy Coaches	4.00%	23.90%

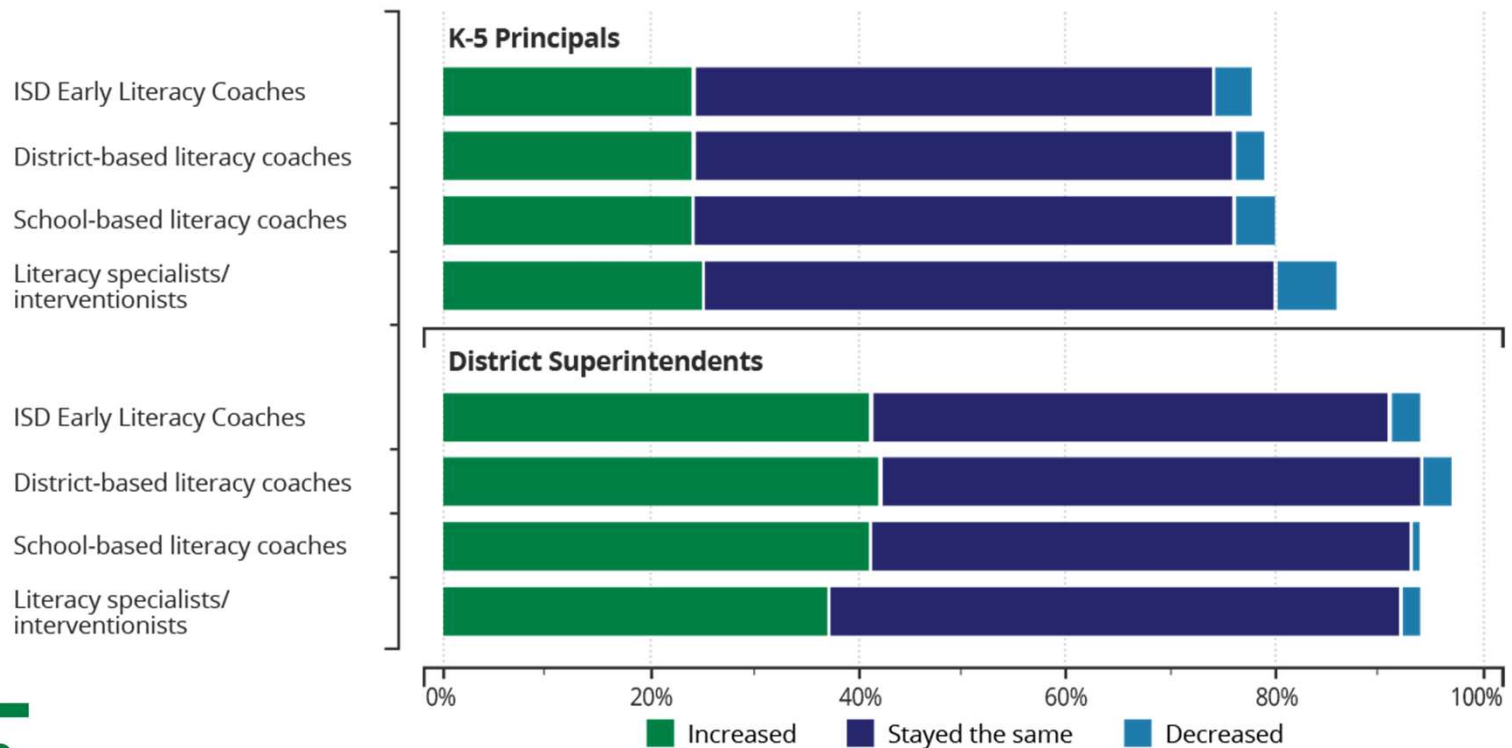
Note: Between 15-22% did not respond to each question item. This table is based on survey questions in which elementary school principals and district superintendents were asked, "How many of the following personnel (i.e., ISD Early Literacy Coaches, district-based literacy coaches, school-based literacy coaches, and literacy specialists/interventionists) work in your school [district]?"

Key Finding #3:

Teachers Reported Having Less Access to ISD Early Literacy Coaches Than to Other Providers

Access to Literacy Coaches Was Least Likely to Increase in High-Need Districts

Page 14, Figure 7: Reported Change in the Number of Literacy Coaches Since the Implementation of the Read by Grade Three Law, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



Note: Principals and district superintendents were asked, "In this question, we are asking about the quantity of literacy coaches and specialists/interventionists working in your school/district, and how this has changed since the implementation of the Read by Grade Three Law in 2016. Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #3:

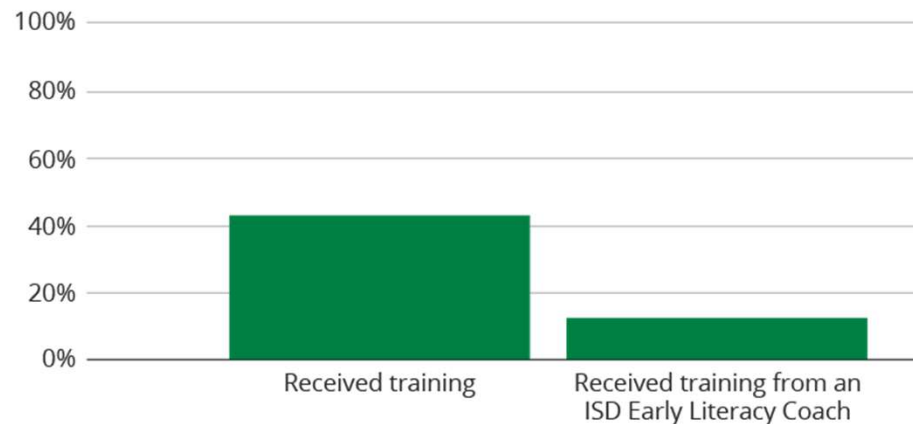
Teachers Reported Having Less Access to ISD Early Literacy Coaches Than to Other Providers

ISD Early Literacy Coaches Were Among the Least-Reported Providers of One-on-One Literacy Coaching and Other Professional Development

K-3 Teachers Reported Receiving One-on-One Literacy Coaching,

How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021

43% of K-3 teachers reported receiving one-on-one literacy coaching, but just 13% received one-on-one literacy coaching from an ISD Early Literacy Coach.



K-3 Teachers Reported Receiving Other Professional Development,

How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021

72% of K-3 teachers reported receiving other literacy professional development, but just 34% received other literacy professional development from an ISD Early Literacy Coach.



Key Finding #4:

Educators and State-Level Stakeholders Expressed Concerns about Shortages of ISD Early Literacy Coaches

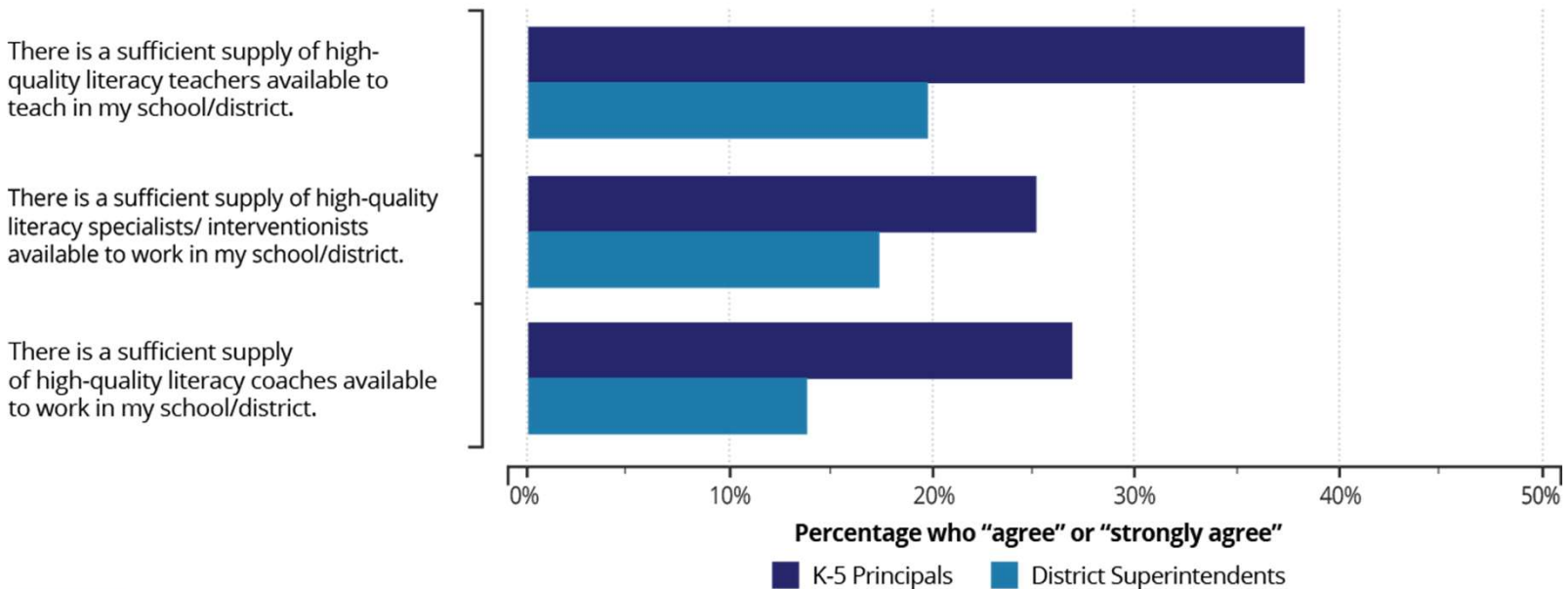


Key Finding #4:

Educators & State-Level Stakeholders Expressed Concerns about Shortages of ISD Early Literacy Coaches

Administrators Disagreed That There Was a Sufficient Supply of High-Quality Literacy Coaches

Page 15, Figure 8: Administrators' Perceptions of Human-Capital Resources in Implementing the Law, How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



Note: Ten percent of K-5 Principals and 22% of District Superintendents did not respond. Elementary school principals and district superintendents were asked, "To what extent do you agree with the following statements about you and your school's/district's ability to improve literacy instruction and/or implement the Read by Grade Three Law?" Source: EPIC survey of educators about the Read by Grade Three Law

Key Finding #4:

Educators & State-Level Stakeholders Expressed Concerns about Shortages of ISD Early Literacy Coaches

State-Level Stakeholders Expressed Concerns about Insufficient Funding and Prior Training for ISD Early Literacy Coaches



“We’re nowhere in the ballpark of what Florida did...the point that I was — I would use that to try to articulate for folks how much a drop in the bucket what the legislature was allocating and how far off we are as a state...in terms of the number of coaches that we have. To answer your question quite directly, no, I do not think that the coaching resources allocated were or are adequate to our population.”

– External stakeholder



Key Finding #5:

ISD Early Literacy Coaches Valued Opportunities to Collaborate with Other Coaches, but Wanted Additional Support Fulfilling Their Responsibilities Under the Law

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ISD Early Literacy Coaches Valued Opportunities to Collaborate with Other Coaches, but Wanted Additional Support Fulfilling Their Responsibilities Under the Law

More than 80% of ISD Early Literacy Coaches valued:

- Collaborating with other coaches
- Print, video, and digital resources about effective literacy instruction (e.g., Literacy Essentials modules)
- Workshops on the Literacy Essentials

They most often wanted additional support:

- Incorporating literacy across the content areas
- Working with teachers to improve their practice
- Establishing literacy leadership teams at the schools in which they are working



Key Finding #6:

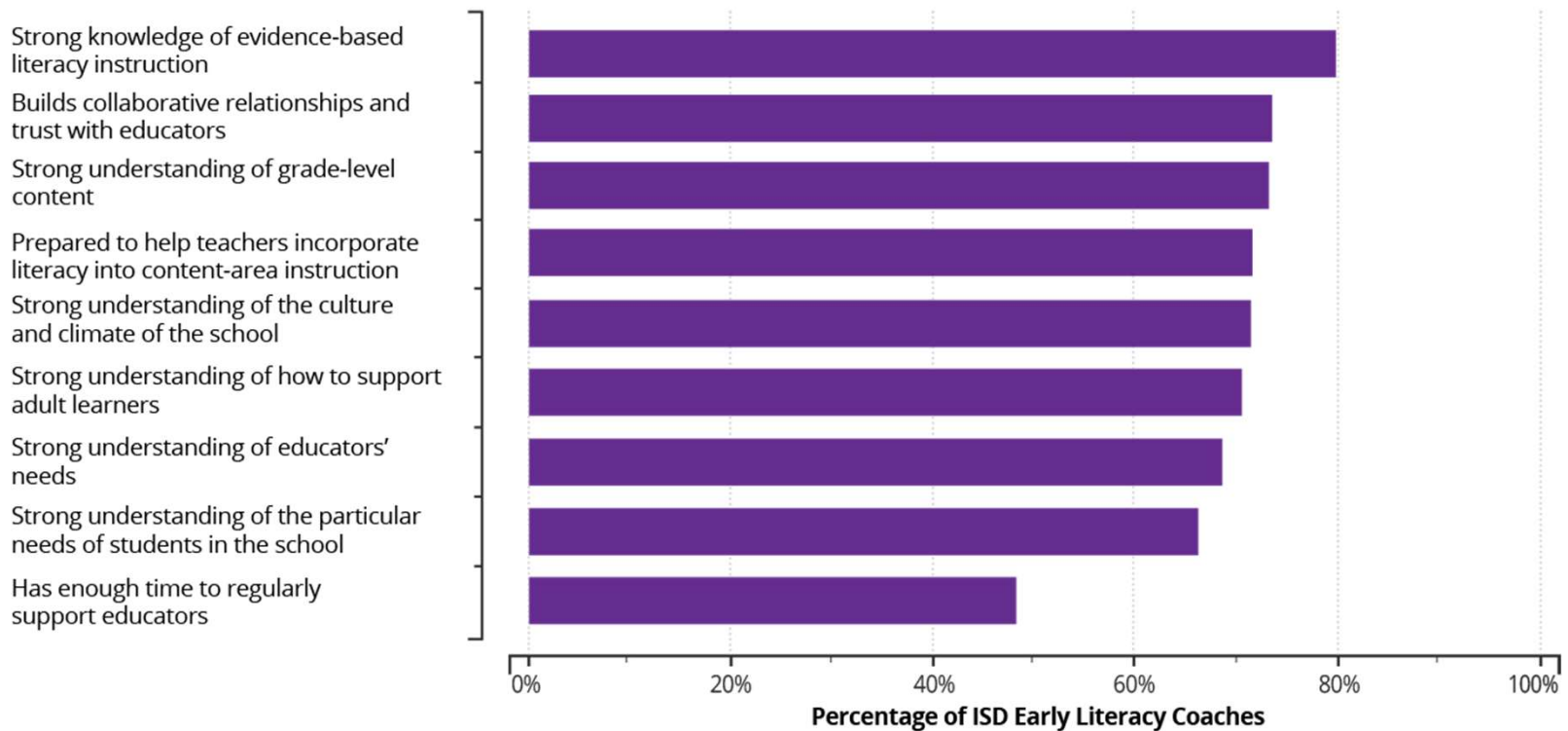
**Educators Had Positive
Perceptions of ISD Early
Literacy Coaches**



Key Finding #6:

Educators Had Positive Perceptions of ISD Early Literacy Coaches

Page 17, Figure 9: K-3 Teachers' Perceptions of ISD Early Literacy Coaches,
How ISD Early Literacy Coaches Are Implementing the Read by Grade Three Law - Feb 2021



Note: Teachers were asked, "Considering all of the different types of literacy support you have received (including one-on-one coaching) from the ISD Early Literacy Coach/Consultant, please indicate the extent to which you agree with the following statements."



Key Finding #6:

Educators Had Positive Perceptions of ISD Early Literacy Coaches

Over 70% of teachers said that their ISD Early Literacy Coach:

- Deepened their understanding of literacy and literacy best practices
- Provided effective literacy professional development and one-on-one literacy coaching

Over two-thirds said that their ISD Early Literacy Coach:

- Helped them better implement the Literacy Essentials
- Helped them adapt their teaching practices based on analyses of student achievement data

Fewer than half said that their ISD Early Literacy Coach has enough time to regularly support educators.



Key Finding #7:

**ISD Early Literacy Coaches
Were Satisfied with Their Job,
but Faced Challenges
Supporting Teachers**



Key Finding #7:

ISD Early Literacy Coaches Were Satisfied with Their Job, but Faced Challenges Supporting Teachers

Their greatest reported challenges were:

- Insufficient time for teachers to work with them during the school day
- Insufficient time for them to meet individually with teachers and visit their classrooms
- The large number of teachers and coaches they are expected to support
- The large geographic spread of teachers and coaches they support
- A lack of inclusion in district-level decision-making about literacy



86% of ISD Early Literacy Coaches said they were satisfied with their job.



Recommendations



Recommendations:

The ELTF should continue to collaborate with state and local education leaders to:

1. Build and train a larger network of ISD Early Literacy Coaches
2. Work with administrators and coaches to help target literacy coaching to the teachers who need it most
3. Train ISD Early Literacy Coaches to provide professional development to teachers on additional areas beyond those required by the Law
4. Provide additional opportunities for coach collaboration
5. Provide additional professional development to support coaches' fulfillment of their responsibilities under the Read by Grade Three Law





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