



# **Read by Grade Three Evaluation**

**Legislative Staff Training  
February 7, 2020**

# BACKGROUND ON EPIC



- The **Education Policy Innovation Collaborative (EPIC)** at Michigan State University is an independent, non-partisan research center that operates as the strategic research partner to the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI).
- EPIC is devoted to **research with consequence** and the idea that rigorous evidence can improve education policy and, ultimately, students' lives.
- EPIC conducts **original research** using a variety of methods that include advanced statistical modeling, representative surveys, interviews, and case study approaches to **produce new insights** that decision-makers can use to create and implement policy.

# READ BY GRADE THREE EVALUATION

## OVERVIEW:

### How is RBG3 being implemented across the state, and what are its impacts on students and educators?

In May 2018, the SBE requested an evaluation by EPIC of Read by Grade Three.

To support this project, EPIC joined with our other MERI partners (MDE, CEPI, and MEDC) to seek funding from the US Department of Education Institute for Education Sciences.

This work is funded by over \$5.5 million over five years from the Institute for Education Sciences and the W.K. Kellogg Foundation.

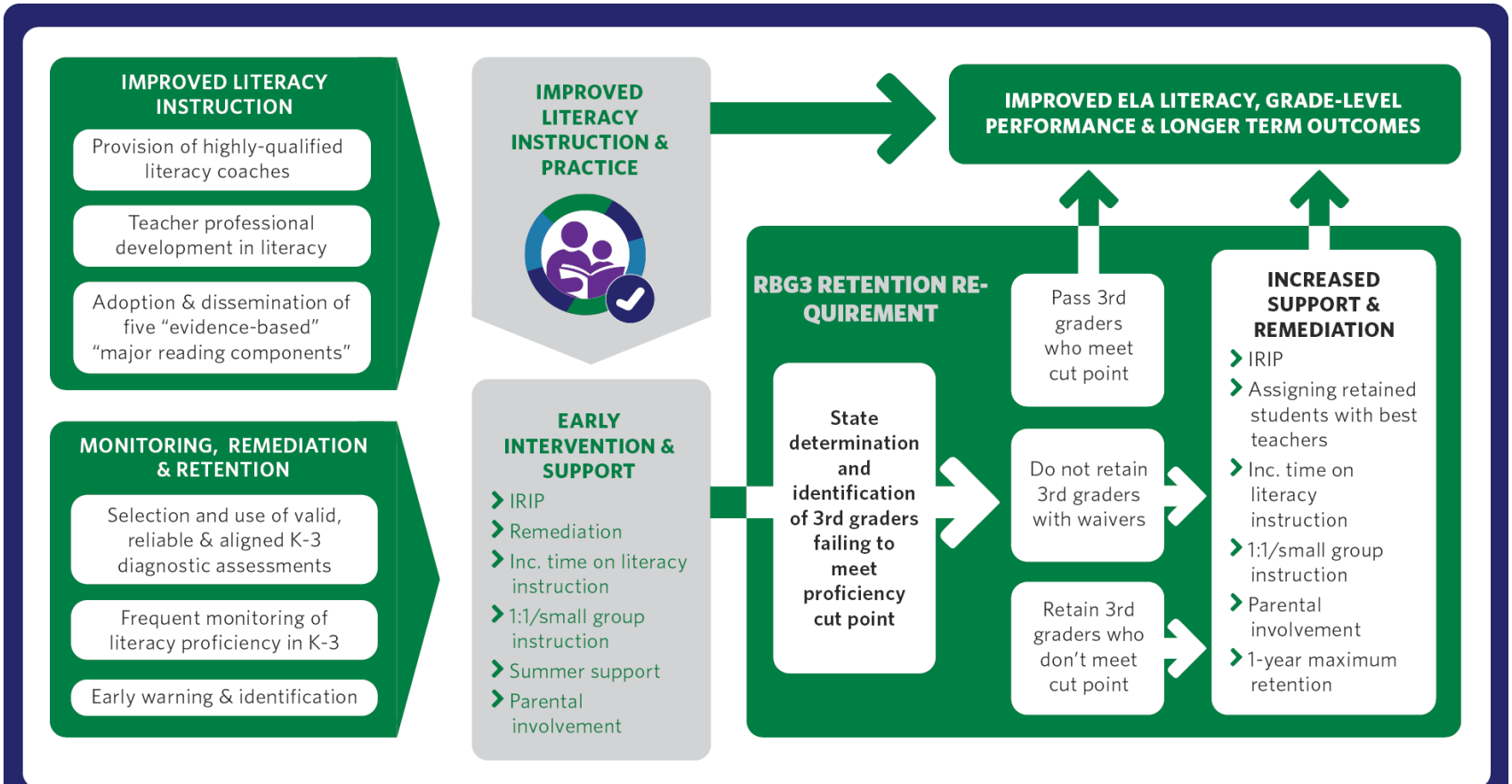
The evaluation will have **three components**:

- 1.) Impact analysis of RBG3 on student outcomes and retention
- 2.) Implementation study:
  - Surveys for Teachers, Principals, Superintendents and ISD Literacy Coaches
  - State-level interviews
  - Classroom observations
- 3.) Cost effectiveness analysis





# READ BY GRADE THREE EVALUATION IS BASED ON THE LAW'S INHERENT THEORY OF CHANGE



**Local Context**

Local district autonomy; student and staff characteristics; ISD and district resources and capacity; local market providers

**Michigan Context**

Literacy Focus: Development of MI P-20 literacy system; MI Action Plan for Literacy Excellence State government entities (MDE; state legislature; governor's office); State-wide organizations (e.g., MAISA)

# READ BY GRADE THREE EVALUATION

## KEY QUESTIONS:

### Efficacy analysis of RBG3 on student outcomes and retention:

- Did the law change student reading outcomes on average for all Michigan students?
- Did students who were retained in particular see differential changes in outcomes?
- Were there any unintended consequences?

### Implementation study:

- Did districts implement RBG3 as the law intended?
- Were IRIPs, Good Cause Exemptions, and classroom practice utilized with fidelity?
- Has classroom teaching changed as a result of the law, and in particular due to the use of literacy coaches, and in what ways?
- What successes or challenges affected RBG3 implementation?

### Cost effectiveness analysis:

- Did state and local investment in RGB3 have outcomes/benefits commensurate to costs?
- What implementation strategies were most effective relative to costs?

# READ BY GRADE THREE EVALUATION

## CURRENT ACTIVITIES:

### COMMUNICATIONS:

- Working with MDE to raise awareness of the study and started regular updates to the existing literacy groups in the state

### DATA COLLECTION & ANALYSIS:

#### **Efficacy analysis:**

- Working with MDE and CEPI on new data collection efforts specific to the implementation of the law
- Beginning to model trends in ELA performance by subgroups pre-Law

#### **Implementation study:**

**Stakeholder Interviews:** 26 interviews

#### **Surveys:**

- Developed K-8 teachers, K-8 principals, superintendents, ISD Early Literacy Coaches surveys (N=~70,000 educators)
- Administration begins Feb. 18; goes through early April 2020
- 5 SCECHs awarded for survey completion

#### **Classroom Observations:**

- Outreach to potential sample ISDs under way
- Developing observation rubrics and weekly coach/teacher logs

#### **Retention estimates:**

- Provided projections to MDE based on 2017-18 and 2018-19 M-STEP

# ESTIMATED READ BY GRADE THREE RETENTION RATES OVERVIEW AND PURPOSE

- To support the administration of the Read by Grade 3 law (RBG3), MDE asked EPIC to estimate retention rates for Michigan public school students.
- Estimate statewide retention rates, retention rates for sub-group classifications of tested students, and tested students in different school types and geographic locales
- Calculated upper and lower bound estimates of RBG3 retention rates to provide a range of potential outcomes under the law

# ESTIMATED READ BY GRADE THREE RETENTION RATES GOOD CAUSE EXEMPTIONS – A PRIMER

- What does the law offer as a Good Cause Exemption?

## If a child has:

- An **Individualized Education Program (IEP)**.
- A **Section 504 Plan**.
- Limited English** with less than three years of instruction in an English Language Learner (EL) Program.
- Received **intensive reading intervention** for 2 or more years, and was **retained in kindergarten, 1st, or 2nd grade**.
- Been enrolled in their current school for less than two years** and there is evidence that your child was not provided with an appropriate individual reading improvement plan (IRIP).

## Or the child's parent or legal guardian has requested, in the appropriate timeframe:

- The child not be retained, and the superintendent, chief administrator, or his or her designee has determined that **promotion is in the best interest of the child**.





# ESTIMATED READ BY GRADE THREE RETENTION RATES

## ESTIMATION METHOD:

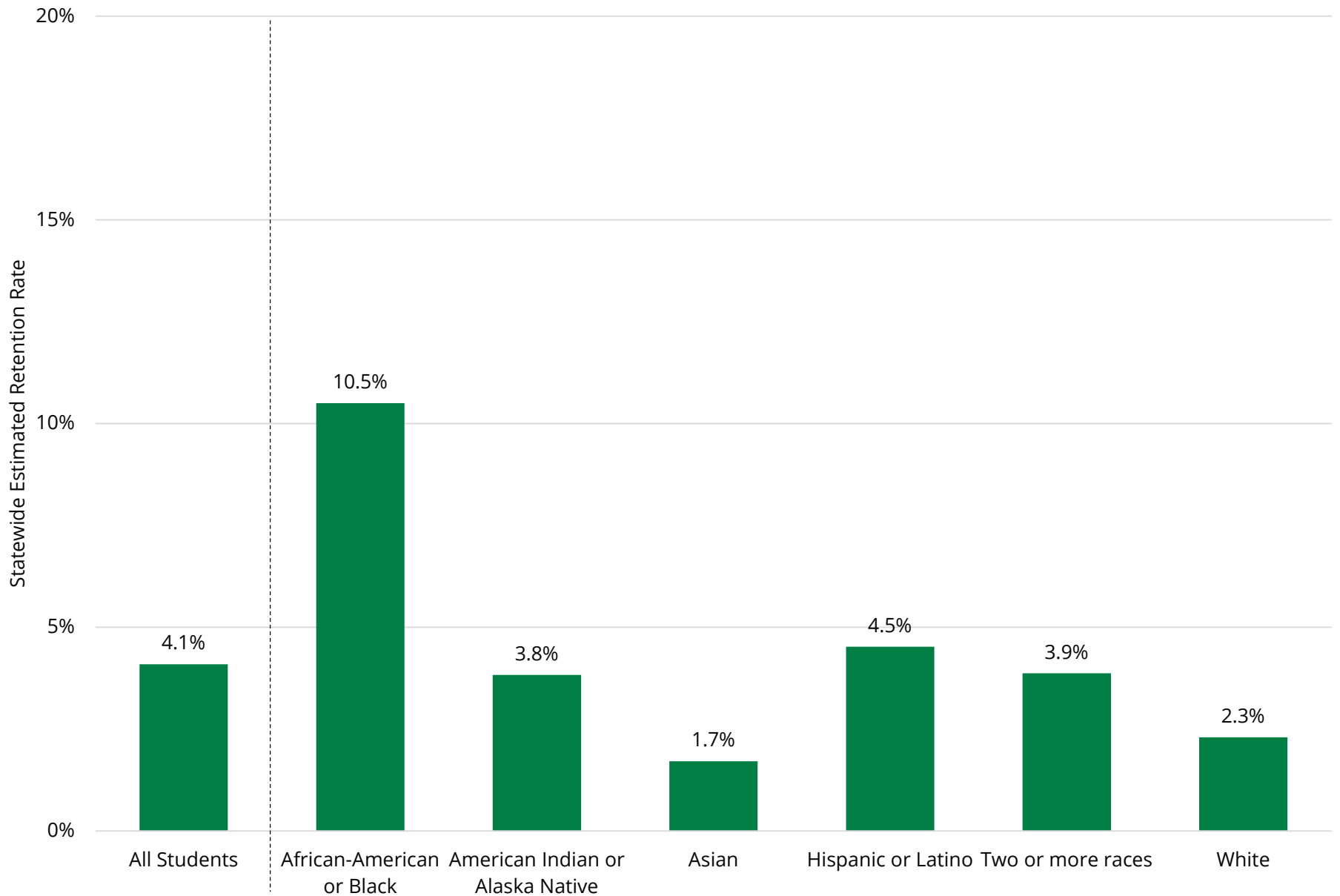
- We use 2018-19 Grade 3 M-STEP ELA results to estimate the percentage of tested students who would be retained under RBG3 Category 1 with a score of 1252 or lower. **These rates may be different than actual rates on 2019-20 M-STEP.**
- We estimate lower bounds by assuming all Category 1 English Learner (EL), students with disabilities (SWD), students with 504 plans and previously retained students are promoted via Good Cause Exemptions.
- We provide sub-group estimates by student characteristics. Student subgroup percentages are based on the total number of students who took the test within each subgroup:
  - Race/Ethnicity;
  - Gender;
  - Economic disadvantage (ED);
  - English learners (EL); and
  - Students with disabilities (SWD).
- We provide estimates by school characteristics:
  - Partnership status and ELA achievement quartile;
  - Public School Academy (PSA) versus Local Education Agency (LEA); and
  - Urban locale.

# ESTIMATED READ BY GRADE THREE RETENTION RATES

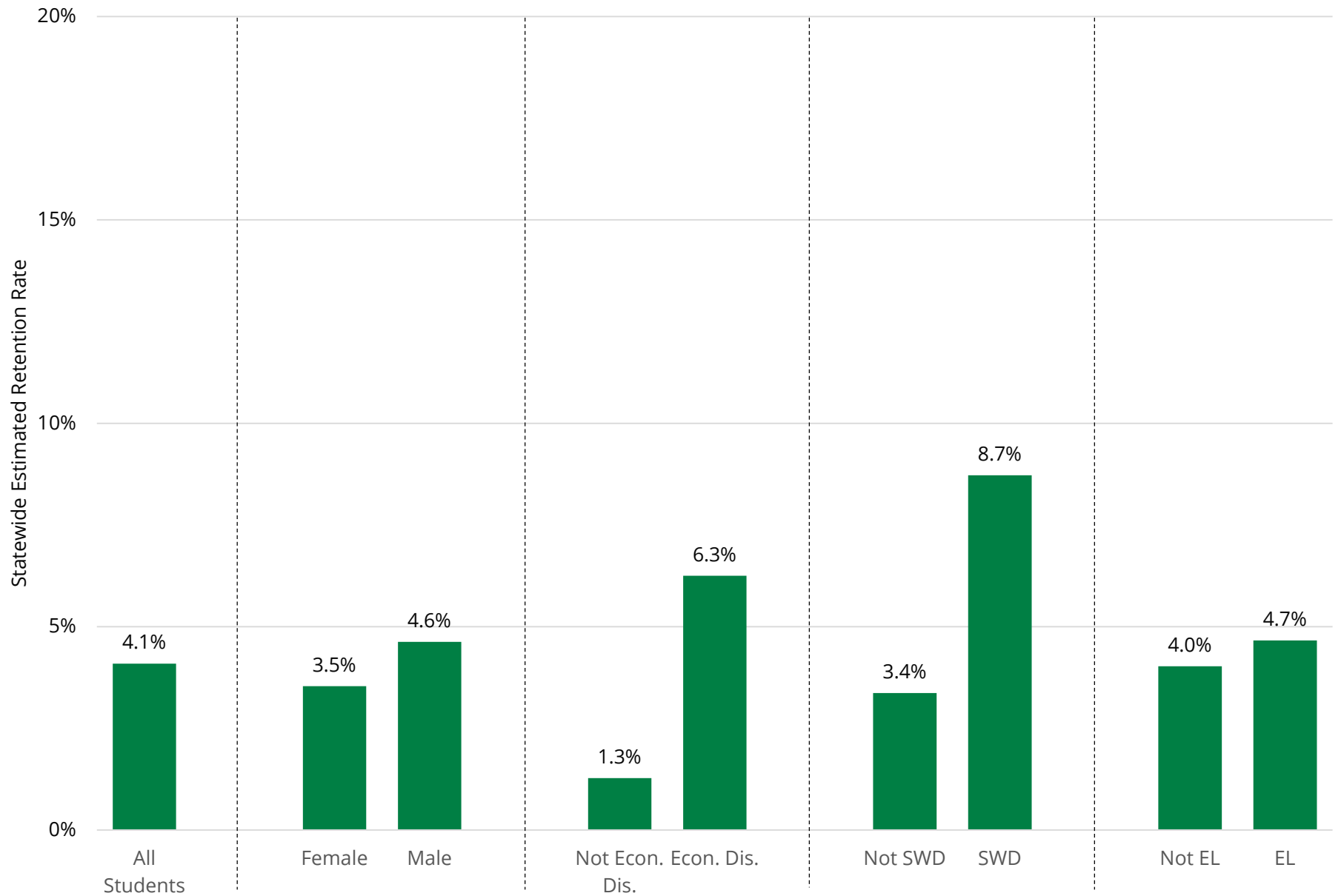
## LOWER BOUND ESTIMATES:

- Students whose test scores fall into Category 1 but are in one of the following categories may be promoted to 4<sup>th</sup> grade with the approval of the district superintendent through a Good Cause Exemption:
  - *English Learners* (10.85% of Category 1 students);
  - *Students with disabilities* (28.71% of Category 1 students);
  - *Students with a 504 plan* (1.09% of Category 1 students); and
  - *Previously Retained Students* (22.76% of Category 1 students).
- We estimate lower bounds by assuming all Category 1 EL, SWD, students with 504 plans and previously retained students are promoted under the Good Cause Exemption.
- Estimates do not account for students receiving a Good Cause Exemption due to switching schools within the last two years, parent/teacher requests, or portfolios demonstrating proficiency.

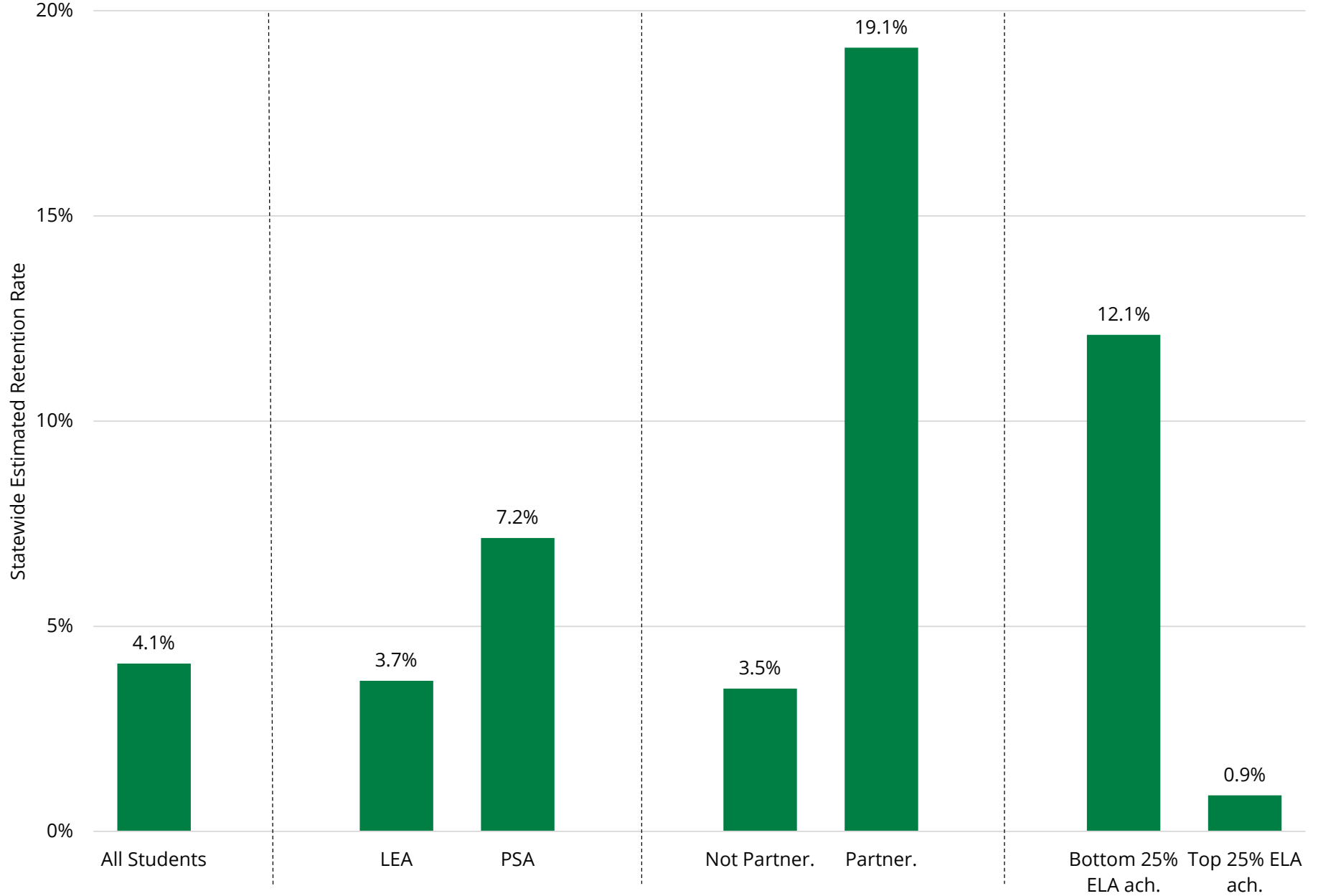
# Estimated RBG3 Retention Rates by Race/Ethnicity



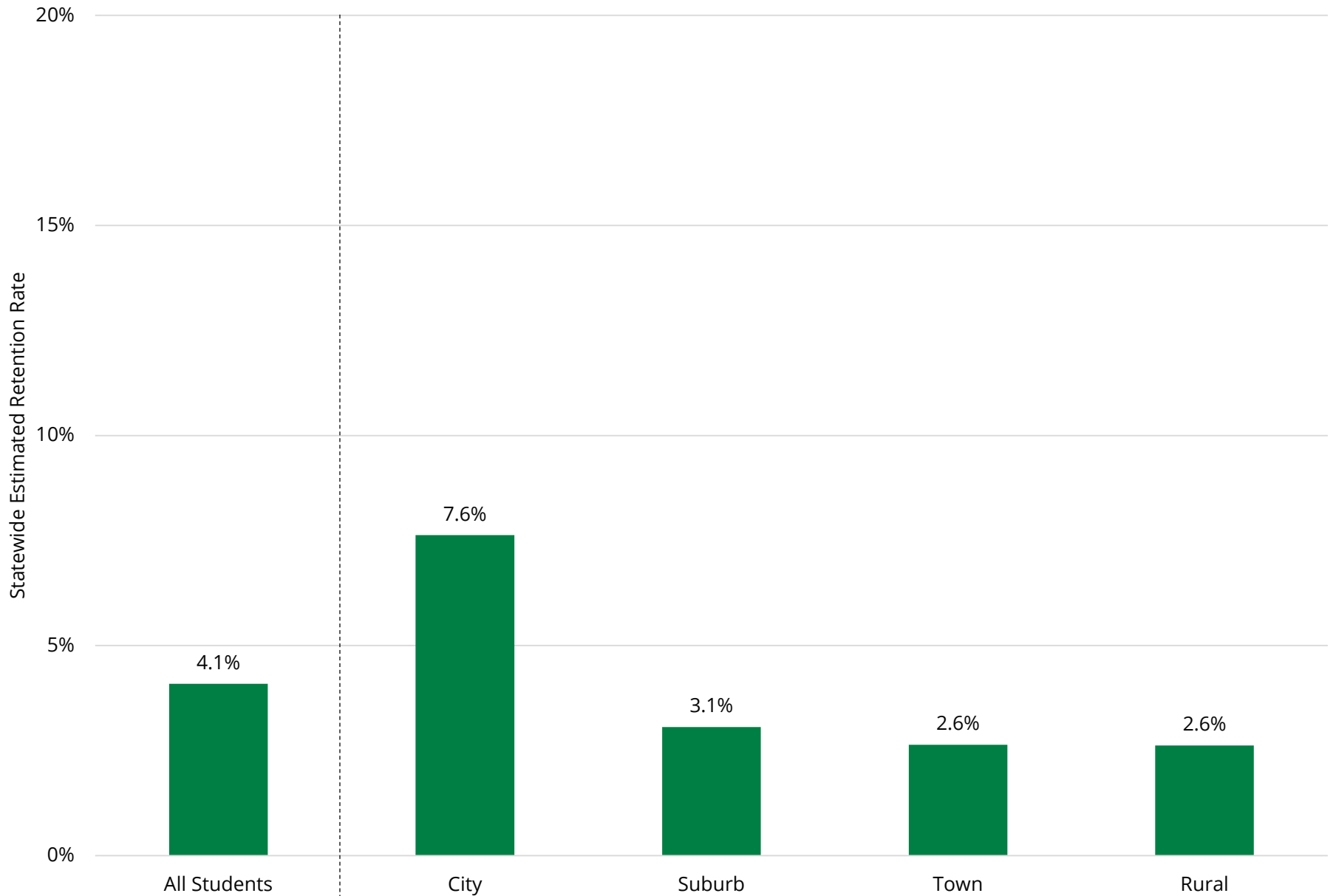
# Estimated RBG3 Retention Rates by Student Characteristics



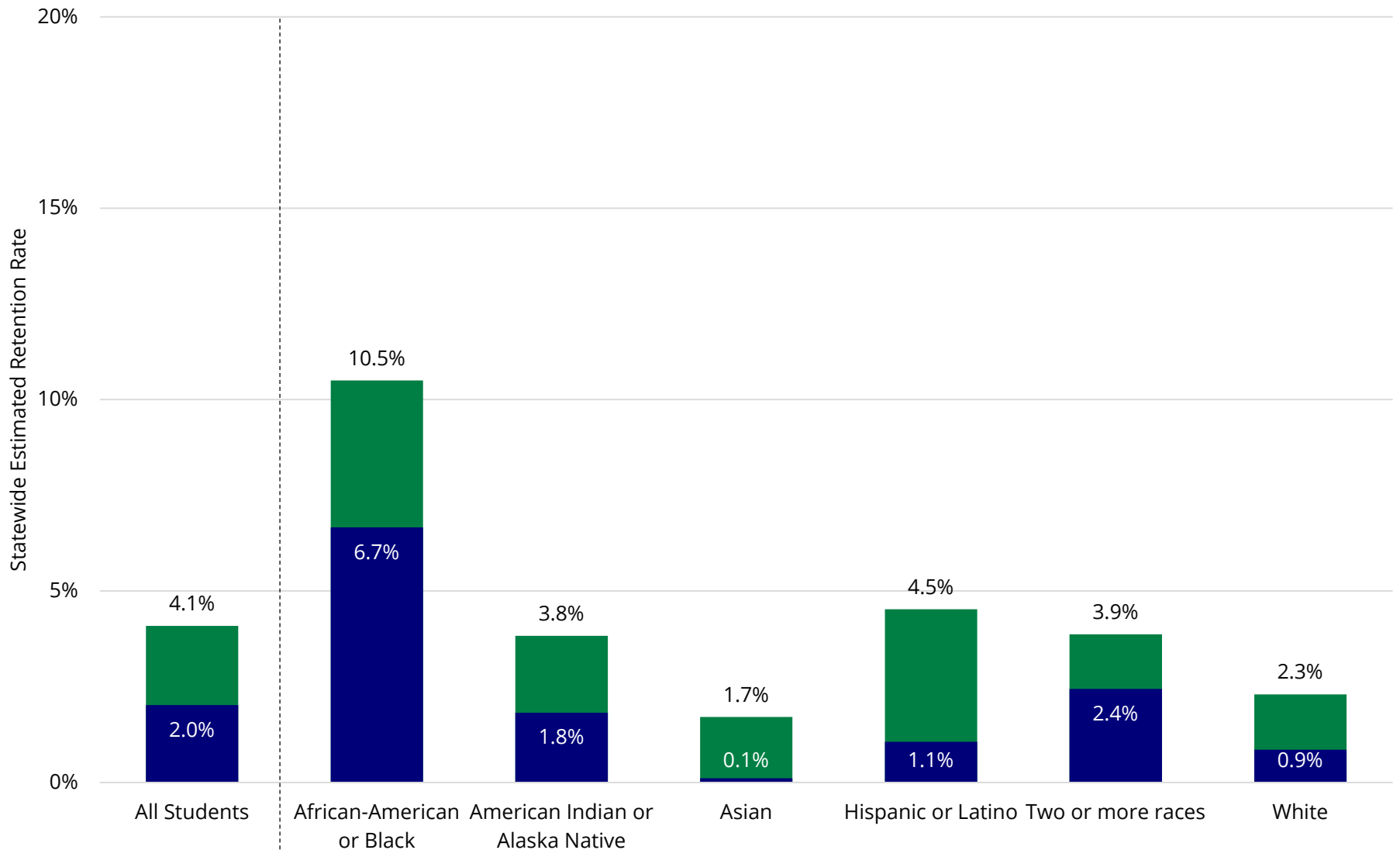
# Estimated RBG3 Retention Rates by School Characteristics



# Estimated RBG3 Retention Rates by School Urbanicity

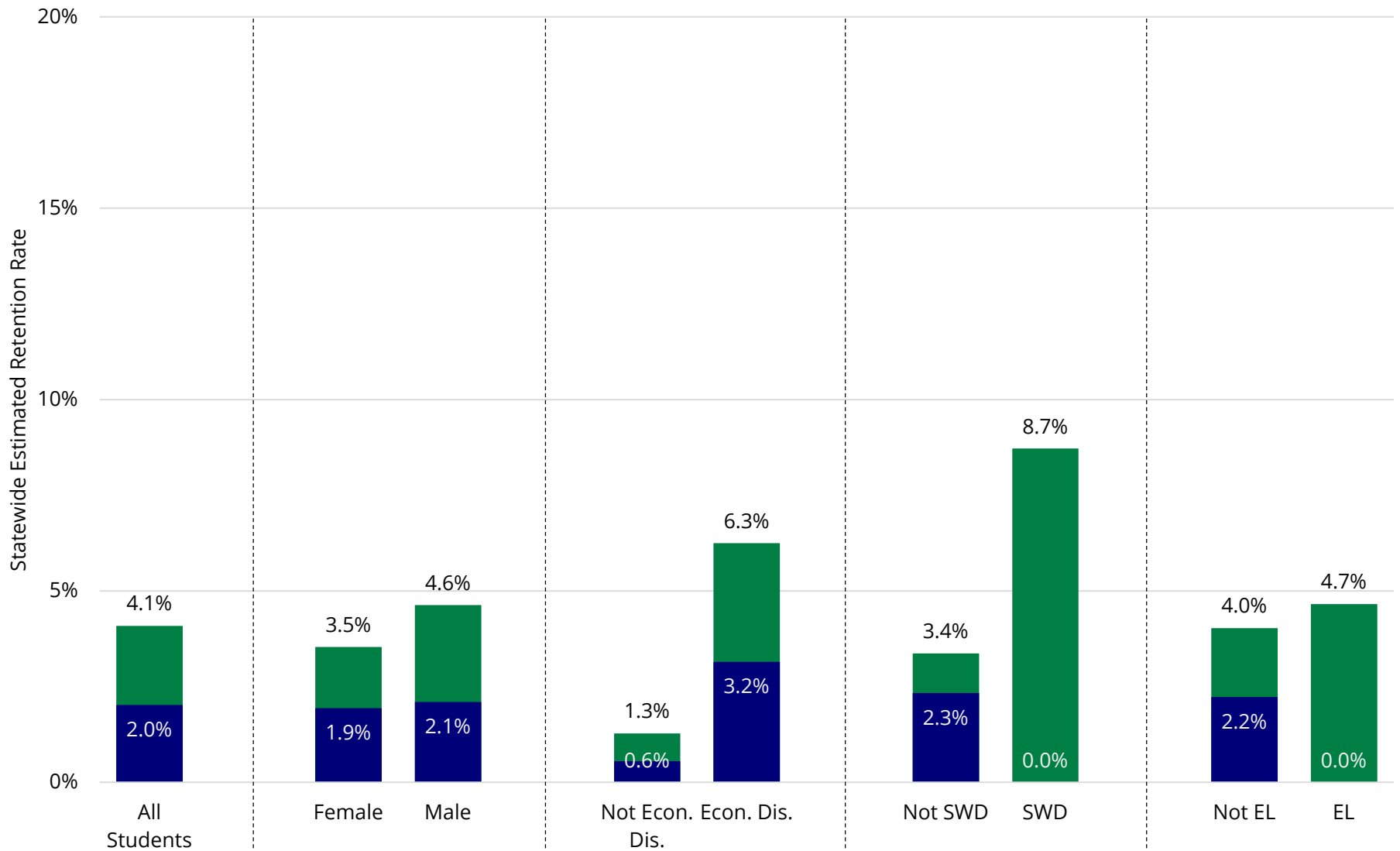


# Estimated Upper and Lower Bounds of RBG3 Retention Rates by Race/Ethnicity



*Note: Lower bounds are created by assuming all EL, SWD, students with 504 plans, and previously retained students in Category 1 are promoted under a Good Cause Exemption outlined in statute.*

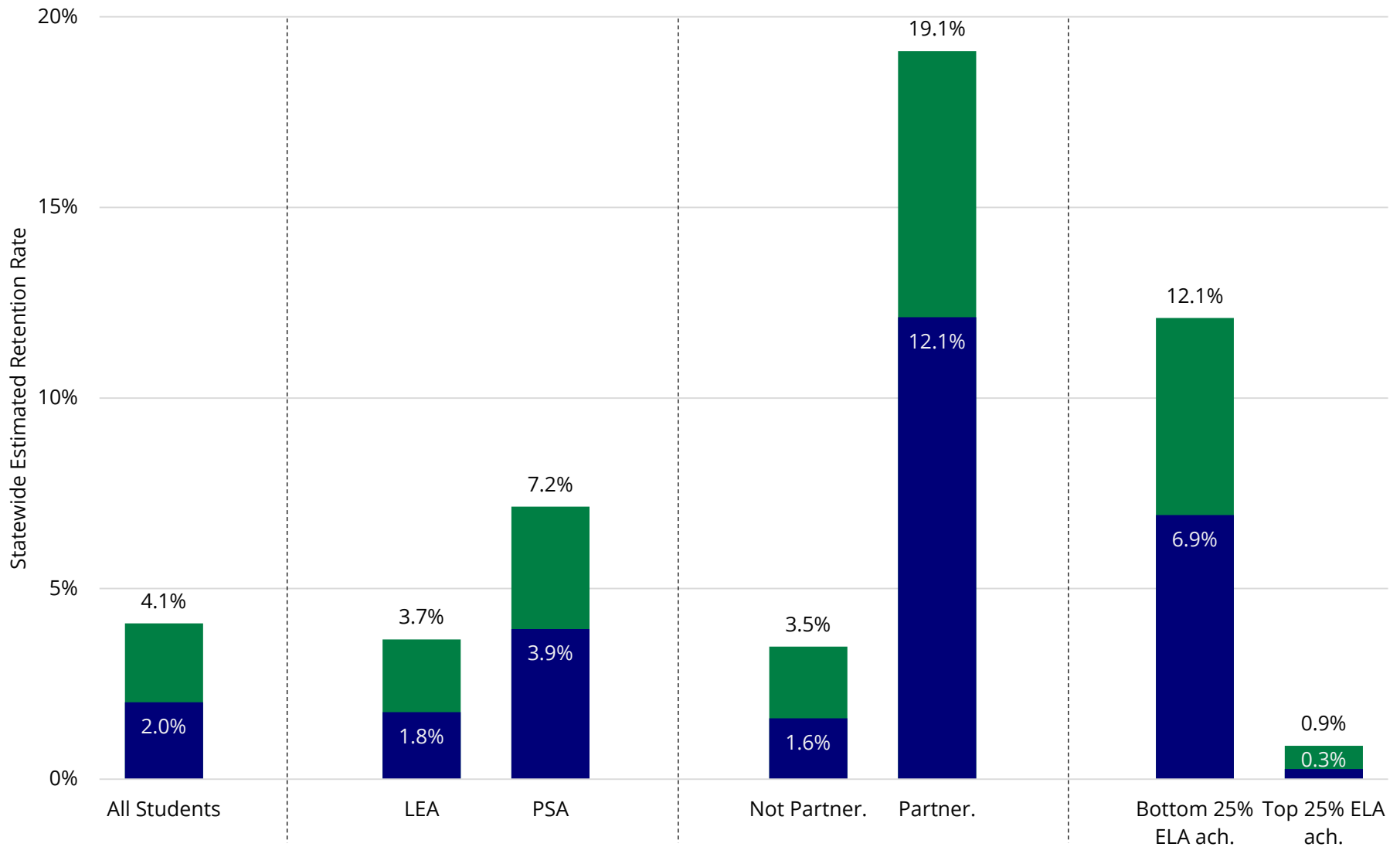
# Estimated Upper and Lower Bounds of RBG3 Retention Rates by Student Characteristics



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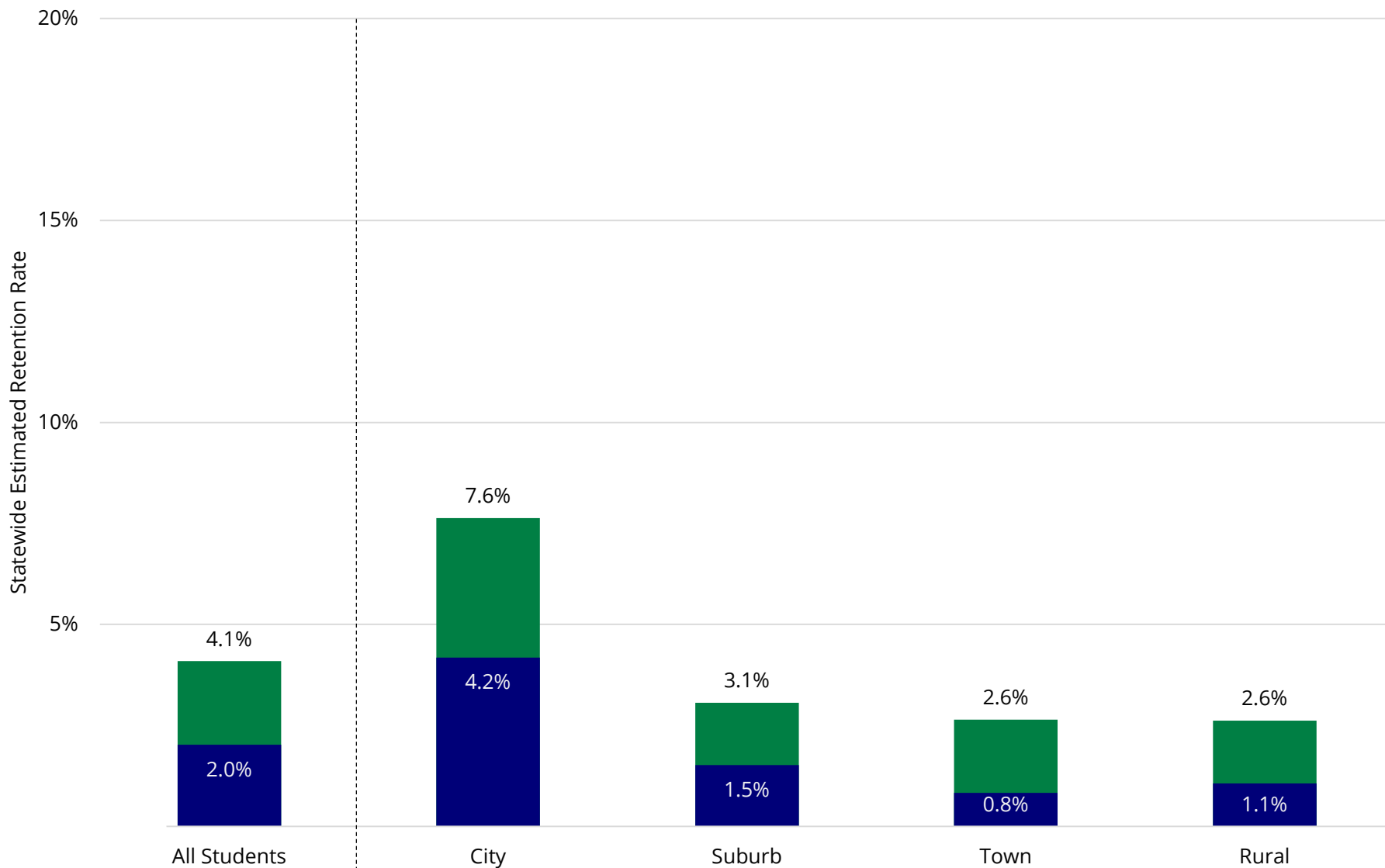


# Estimated Upper and Lower Bounds of RBG3 Retention Rates by School Characteristics



*Note: Lower bounds are created by assuming all EL, SWD, students with 504 plans, and previously retained students in Category 1 are promoted under a Good Cause Exemption outlined in statute.*

# Estimated Upper and Lower Bounds of RBG3 Retention Rates by School Urbanicity

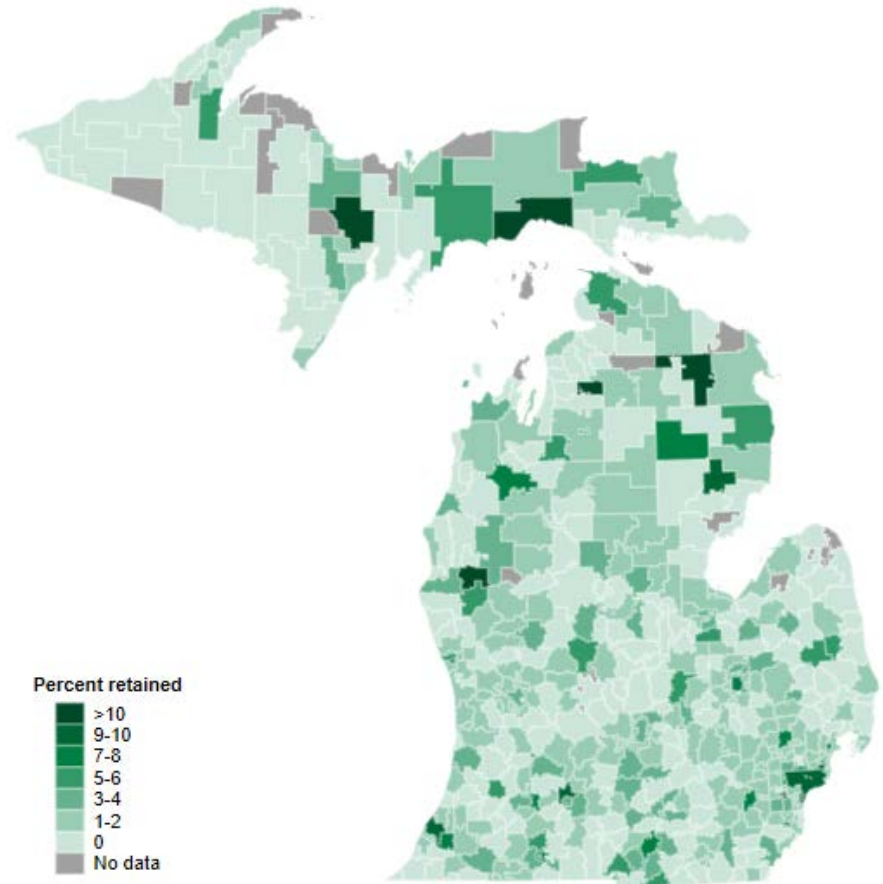
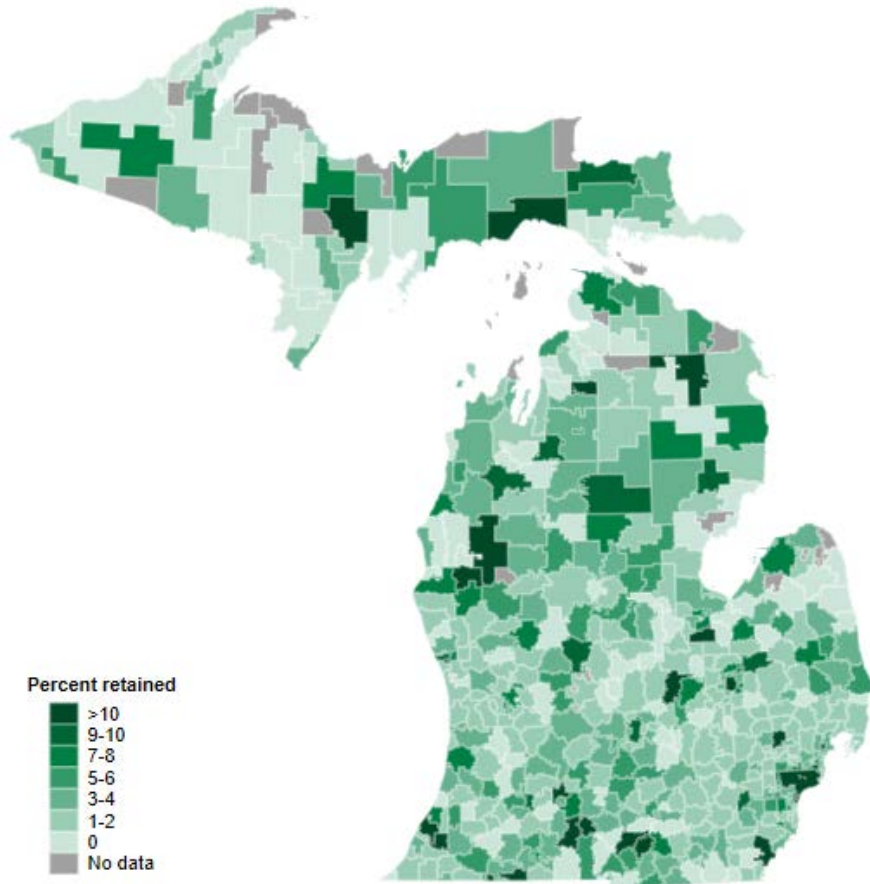


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# STATEWIDE RETENTION ESTIMATES

No Good Cause Exemptions

All Good Cause Exemptions



# READ BY GRADE THREE RETENTION RATES

## KEY TAKEAWAYS:

Depending on how many students receive Good Cause Exemptions, estimates suggest that:

- Between 2% and 4% of 3<sup>rd</sup> graders may be retained as a result of Read by Grade 3.
- Between 7% and 11% of African Americans may be retained.
- Up to 9% of Special Education students may be retained.
- Between 12% and 19% of students in Partnership Schools may be retained.
- Between 2% and 4% of students in Local Education Agencies may be retained and between 4% and 7% of students in Public School Academies may be retained.
- There is widespread variation across the state in the proportion of students who may be flagged for retention.

# QUESTIONS?

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