

# EARLY LITERACY TASK FORCE EXECUTIVE SUMMARY

## EveryChildEveryClassroomEveryDay

### Purpose of this Executive Summary

- Establish a sense of urgency for increasing literacy achievement for every Michigan student
- Create awareness of the statewide collaborative network focused on literacy
- Provide examples of the efforts to leverage resources focused on a vision for student learning

### Background and Partners in Collaboration

The Early Literacy Task Force is a sub-committee of the Michigan

*"We must disturb the comfortable in Michigan literacy."*

Dr. Nell Duke

Association of School Administrators (MAISA) General Education Leadership Network (GELN) representing Michigan's 56 intermediate school districts. The task force led an effort to create early literacy resources to support Michigan educators in improving

literacy skills of all students. Membership includes representatives from GELN, Michigan Department of Education, Michigan State University, University of Michigan, Michigan Elementary and Middle School Principals Association, Michigan Association of Computer Users in Learning, and more. The group has met monthly since December 2015. For a complete list of members, visit our GELN Early Literacy Webpage.

### Urgency and Responsibility

There is an urgency for stakeholders to rally around new approaches to impacting our system in support of literacy. Michigan M-STEP data from 2015 portrays a startling reality: less than 50% of Michigan's 3rd Graders are proficient readers.

### From Theory to Action

The Early Literacy Task Force developed a theory of action to focus intentional work of the statewide partnership group. The theory of action requires a structure of supports from the system to the student level. System level essentials that are articulated and adopted will propel the alignment of literacy policies, funding, and resources across the state, regions, and local levels. With these systems in place, we will develop literacy leadership capacity at state, regional and local levels in an intentional, multi-year manner. Only then, can we ensure quality professional learning sustained through effective coaching that supports teachers' development of instructional skills. Commitment to this systems approach will lead to high-quality instructional practices in every classroom, where every student will develop further literacy knowledge, skills, and dispositions leading to improved reading achievement.

Nationally, Michigan ranks  
**41st in 4th Grade**  
reading scores on the 2015 National  
Assessment of Educational Progress.  
(source: NationsReportCard.gov)

Nationally, Michigan ranks  
**45th in 4th Grade**  
reading scores for Students who are  
Economically Disadvantaged

&

**48th** for Students  
who are Economically Advantaged  
(source: EdTrustMidwest.org)

**Only 46% of Students**  
are proficient on the 3rd grade 2016  
English Language Arts M-STEP  
Assessment  
(source: MiSchoolData.org)

**maisa** | michigan  
Leadership Innovation Results | association of  
intermediate  
school  
administrators

**geln**  
General Education Leadership Network  
a MAISA collaborative