



OVERVIEW

In May of 2017, the State Board of Education requested that the Education Policy Innovation Collaborative (EPIC) at Michigan State University evaluate Michigan's Read by Grade Three Law. After securing funding to support the research, in fall of 2019 EPIC began a five-year evaluation of the Law. Our evaluation consists of three main components:

1. An impact analysis of the Read by Grade Three Law and its prescribed interventions, including retention, on student outcomes;
2. An implementation study of the Read by Grade Three Law through surveys of K-5 educators, state-level interviews, and classroom observations; and
3. A cost effectiveness analysis to understand how much the Law costs Michigan relative to its impact on student achievement.

Thus far, we have published several reports about the ongoing implementation of the Read by Grade Three Law (linked [here](#)). As we continue to assess the Law's efficacy and implementation, we now focus on the third element of the evaluation—a study of the Law's cost effectiveness.

COST EFFECTIVENESS ANALYSIS

We aim to further understand the cost effectiveness of the Read by Grade Three Law by asking the following research questions:

1. What school resources, including personnel, equipment, materials, and other inputs did schools, districts, and ISDs use to implement the Read by Grade Three law and what was the total and per-pupil cost of those resources?
2. How were costs distributed among various stakeholders?
3. How do the costs and effects of the Read by Grade Three law compare to other literacy interventions?

Given that early literacy has long been a focus for Michigan schools and districts, even prior to the passage of the Read by Grade Three Law, it will be critical to parse out the details of early literacy expenditures, so that we can isolate what costs to districts and ISDs are associated with the implementation of the Read by Grade Three Law. Such costs include personnel time, professional development expenses, materials (e.g., curriculum that aligns with requirements laid out in the Law, diagnostic assessments), and other resources used to implement the Law.

NEXT STEPS

A key component of the cost effectiveness analysis will be interviews with ISD and district leaders who manage educational personnel and spending. **We are interested in interviewing six ISD business officials about what those costs look like for their ISD.** We will then follow up with a set of district business officials. Questions will center on the personnel and non-personnel

resources used to implement each aspect of the Read by Grade Three Law. Each interview will last approximately an hour. The expertise these officials will bring to our work is invaluable and we would like to offer them a \$50 Amazon gift card as a small token of our thanks. In addition, we will work to maintain the anonymity of the interviewees in any written products we publish. In addition, we will of course share our reported results back with participants and with the greater Michigan School Business Officials association.

If you are interested in learning more about our study or participating in an interview, please contact Emily Mohr, the Managing Director at EPIC, at emoehr@msu.edu.