

STALLED TO SOARING:

Michigan's Path to Educational Recovery

2014 STATE OF MICHIGAN EDUCATION REPORT



The Education Trust—Midwest

LETTER FROM THE EXECUTIVE DIRECTOR:



Dear Friends,

Late last year, Tennessee – not traditionally a high-performing education state – made national headlines for posting larger learning gains on the national assessment than any other state in the U.S.

The country was surprised, but Tennessee leaders were not. Lawmakers, business leaders, advocacy groups, and the education community have worked together over the last decade to put Tennessee on a path to dramatic educational improvement. Through a comprehensive strategy and targeted investment, the state is gaining a new reputation as a model for innovation and raising achievement for all students.

MICHIGAN, IT'S TIME WE PAY ATTENTION.

Decades of research tells us that Michigan's economic future and cultural vitality depends on the quality of our educational system, from pre-K through college. In order to continue our economic recovery – and hang on to our best natural resource, our citizens – it's time Michigan looked to our nation's leading education states for models of how to truly improve our schools.

Each year, the Education Trust-Midwest publishes an annual State of Michigan Education report. It is based on many months of work and detailed analysis of state and national data about student achievement and learning, the best that is available in Michigan and the country. It also reflects a year of our organization's efforts to monitor where Michigan is making

progress – and where it is not – in its efforts to improve our public education system. This year, we look to Michigan and our nation's leading states to gauge our progress toward educational recovery.

Our mission is to ensure every Michigan student is learning at high levels. We work to forever close our state's tragic and intolerable achievement gaps.

For many Michiganders, our declining educational performance relative to other states has become something to be tolerated, if not accepted. Some have lost hope that we can do better. Many desperately want things to change, but wonder: *How can we get there together?*

Leading states provide us with answers to these important questions. Massachusetts, for example, is not only leading the U.S. in student learning. If it were its own country, it would be among the top 10 nations in the world for achievement. That's nothing less than remarkable, especially considering that Massachusetts is also a post-industrial state. Just 20 years ago, Massachusetts was suffering from its own identity crisis, trying to figure out how to re-make itself, and determining what the pathway forward was for its public education system. Since then, its students have made major learning gains.

Farther south, Tennessee also offers lessons for a state like Michigan. By no means has Tennessee yet reached the heights of a national leader like Massachusetts. For example, in fourth-grade

math, Tennessee ranks 37th compared to Michigan's 42nd. But its recent and dramatic improvement signals the beginning of a turnaround for the state, as it positions itself to become a future national education leader. Tennessee's strategies are similar to Massachusetts' early efforts to improve its teaching and learning.

Massachusetts and Tennessee are real standouts, to be sure. However, in many states across the country, educators are producing better and better results. And not just among the most advantaged students. In states like New Jersey, Pennsylvania, and Florida, children of color and low-income children are making major gains in student learning, reducing the gaps separating them from other young Americans. Schools, districts, and some states are proving that poverty is not destiny and that high-quality educational opportunities – and outcomes – are possible for all students.

That is not the case in Michigan. White, black, brown – all of our students are losing ground compared to their peers in other states. Our children are faring terribly, sometimes learning at even lower levels compared to a decade ago. Neither the charter school sector nor the traditional public school sector provides nearly enough of the high-performing schools that our state needs, and our children deserve.

Since the early 1990s, our state's practically singular focus on governance, choice, and charter schools as a panacea to our challenges has not led to a world-class educational system. Rather, on almost every metric, our state has slipped further behind

its peers nationally and internationally. Our charter sector's performance mirrors that of our traditional public schools.

As a state, as parents, as citizens and taxpayers, we're letting our children down. We're robbing them of the opportunity to learn and actualize their innate talents and skills at the highest possible levels.

IT'S NOT RIGHT, AND IT MUST CHANGE. AND MOST IMPORTANTLY, IT CAN.

This report examines one of our nation's highest-performing states, Massachusetts, and our highest improving state, Tennessee, and the comprehensive, long-term strategies that are making a difference for their students. It also assesses Michigan's progress – or lack thereof – on student outcomes and efforts to improve public education over the last year.

We ask: Is Michigan on track to become a leading education state? By and large, the answer is a resounding: absolutely not.

By following the lead of states soaring far above us, we Michiganders can turn around our schools and get on a path to educational recovery.

WE DID IT WITH OUR ECONOMY. WE CAN DO IT FOR OUR STUDENTS.



Amber Arellano

Executive Director, The Education Trust-Midwest

PHOTOS: COURTESY OF NORTH GODWIN ELEMENTARY SCHOOL



MISSION:

The **Education Trust-Midwest** promotes high academic achievement for all Michigan students at all levels – pre-kindergarten through college. Founded in Michigan in 2010, ETM works alongside parents, educators, policymakers, and community and business leaders in Michigan to transform schools and colleges into institutions that serve all students well. Lessons learned in these efforts, together with unflinching data analyses and research, shape the organization’s work with the goal of closing the gaps in opportunity and achievement that consign far too many young people – especially those who are African American, Latino, American Indian, or from low-income families – to lives at the margins of the American mainstream.

ETM is part of the national Education Trust, which is headquartered in Washington D.C. Founded in 1996, The Education Trust speaks up for students, especially those whose needs and potential are often overlooked. The Education Trust is widely recognized as an unrivaled source of effective advocacy, expert analysis and testimony, concise written and spoken presentations, research, and technical assistance to districts, colleges, and community-based organizations. Ed Trust’s California division, Ed Trust-West, has worked to close achievement gaps for more than 13 years in the state of California. Regardless of location or context, Ed Trust, Ed Trust-Midwest and Ed Trust-West maintain a relentless focus on improving the education of all students, particularly those the system traditionally has left behind.

WHAT WE DO

- We serve as a non-partisan source of information, data, and expertise about Michigan education to Michiganders and stakeholders, including policymakers, education and business leaders, parents, community-based organizations, media partners, and non-profits.
- We conduct data analyses and research to identify best practices across the nation and state to share and help build broader understanding of opportunity gaps and how to close them.
- We work alongside educators in support of their schools, and to raise the quality of teaching and learning for all children.

STALLED TO SOARING:

Michigan's Path to Educational Recovery



BY SARAH W. LENHOFF AND AMBER ARELLANO



THE GOOD NEWS: NARROWING GAPS AND SOARING ACHIEVEMENT

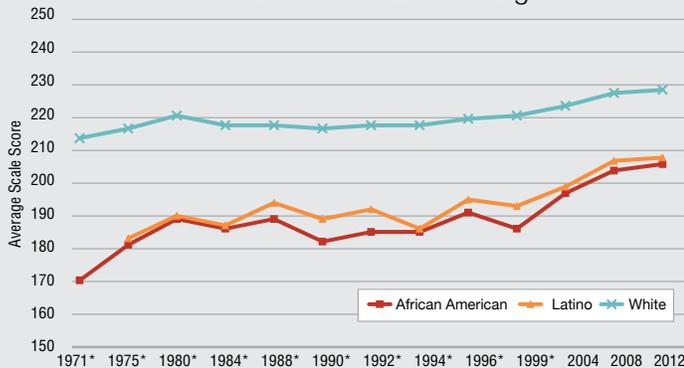
Recent achievement results from around the country provide hope and many lessons for Michigan. America is making noteworthy progress in raising achievement for all students and closing stubborn achievement gaps, according to new data from the National Assessment of Educational Progress. The NAEP is the country's only national assessment and our best indicator for long-term national student achievement trends and comparative state performance.

Consider these results from the 2012 NAEP Long-Term Trend Assessments:

- Achievement of African-American and Latino students at all ages has risen significantly in reading since the 1970s. And, although the gaps between African-American and Latino students and their white counterparts remain large, they have narrowed by as much as 50 percent.
- In reading, the black-white achievement gap is the smallest it has ever been for 9-year-olds.
- In math, African-American and Latino 9-year-olds are performing about where their 13-year-old counterparts were in the early '70s.

LARGE GAINS FOR ALL GROUPS OF STUDENTS, ESPECIALLY STUDENTS OF COLOR

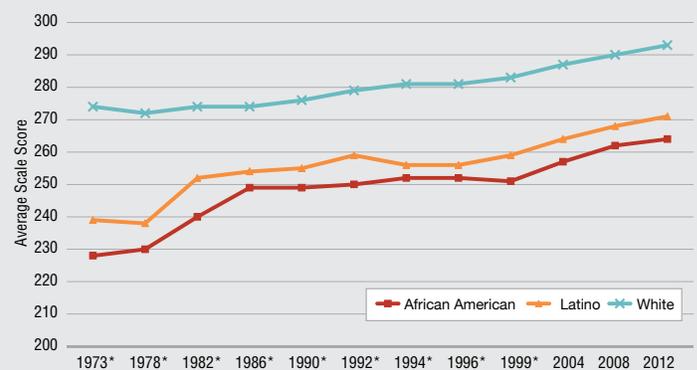
9-Year-Olds - NAEP Reading



*Denotes previous assessment format
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

PERFORMANCE FOR ALL GROUPS HAS RISEN DRAMATICALLY

13-Year-Olds - NAEP Math



*Denotes previous assessment format
Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

ABOUT THE AUTHORS:

Sarah W. Lenhoff is the director of policy and research and Amber Arellano is the executive director of The Education Trust–Midwest.

- The gap in reading between Latino and white 13-year-olds has narrowed by 40 percent.
- Among 17-year-olds, the black-white and Latino-white gaps in reading have narrowed by about half.

NAEP state comparison data, which were released in late 2013, revealed that some states are doing much better than others at making substantial gains for all students. Over the last decade, overall student performance has increased in all states in fourth- and eighth-grade math and in 44 states in fourth- and eighth-grade reading.

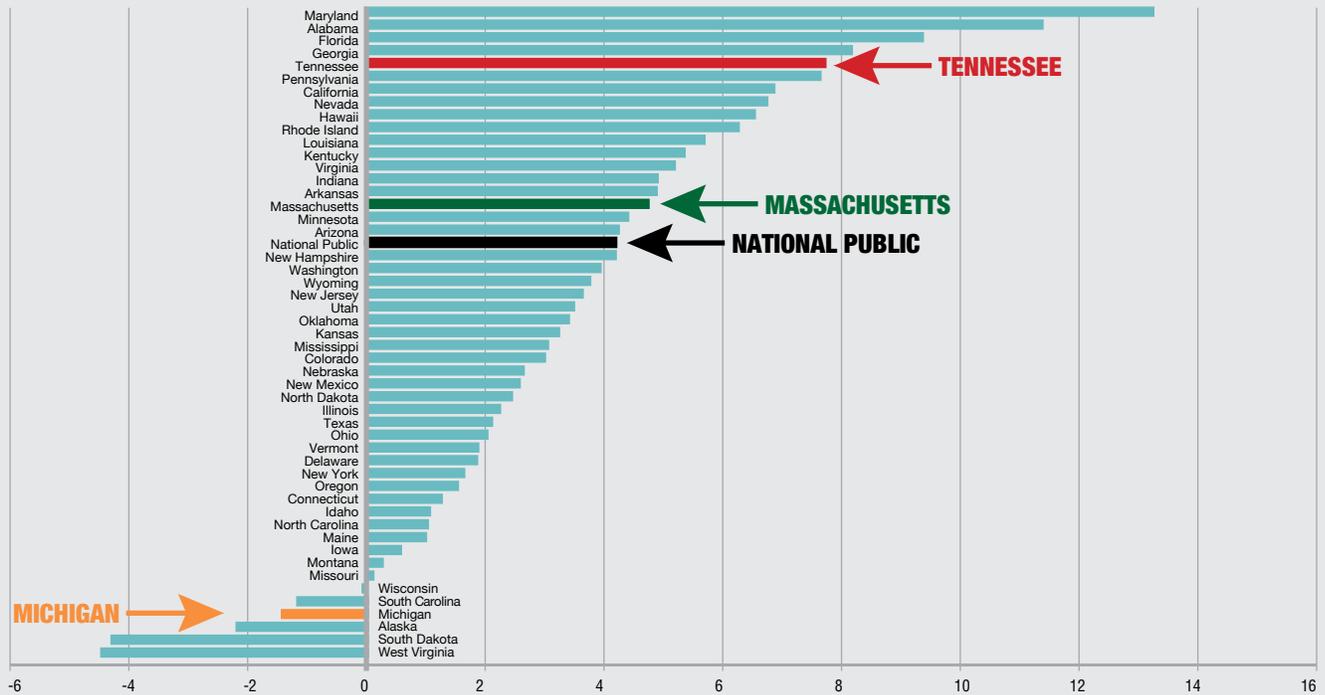
Michigan is one of just six states that actually posted learning losses in overall student performance in fourth-grade reading since 2003. This is particularly troubling, since students who don't read well by fourth grade are likely to be unsuccessful as they move through the grades. Meanwhile, in fourth-grade math, Michigan only gained about 1 point, putting us in second to last place in the country for improvement. That is truly awful performance.

In the profiles below, we examine the sustained state-led efforts in one of the highest-achieving states, Massachusetts, and the highest-improvement state in the country, Tennessee, which can serve as models for Michigan's educational recovery.

MICHIGAN IS ONE OF JUST SIX STATES THAT POSTED LEARNING LOSSES IN OVERALL STUDENT PERFORMANCE IN FOURTH-GRADE READING SINCE 2003.

TEN YEAR GROWTH IN READING SCORES BY STATE

Average Scale Score Change, NAEP Grade 4 – Reading – All Students (2003-13)



Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES



A GLOBAL MODEL FOR LEARNING: MASSACHUSETTS

If Massachusetts were a country, its eighth-graders would rank 2nd in the world in science and 6th in the world in math. Michigan, on the other hand, would rank well below Slovenia and nearly half the other states in science.

Clearly, Massachusetts is doing something right.

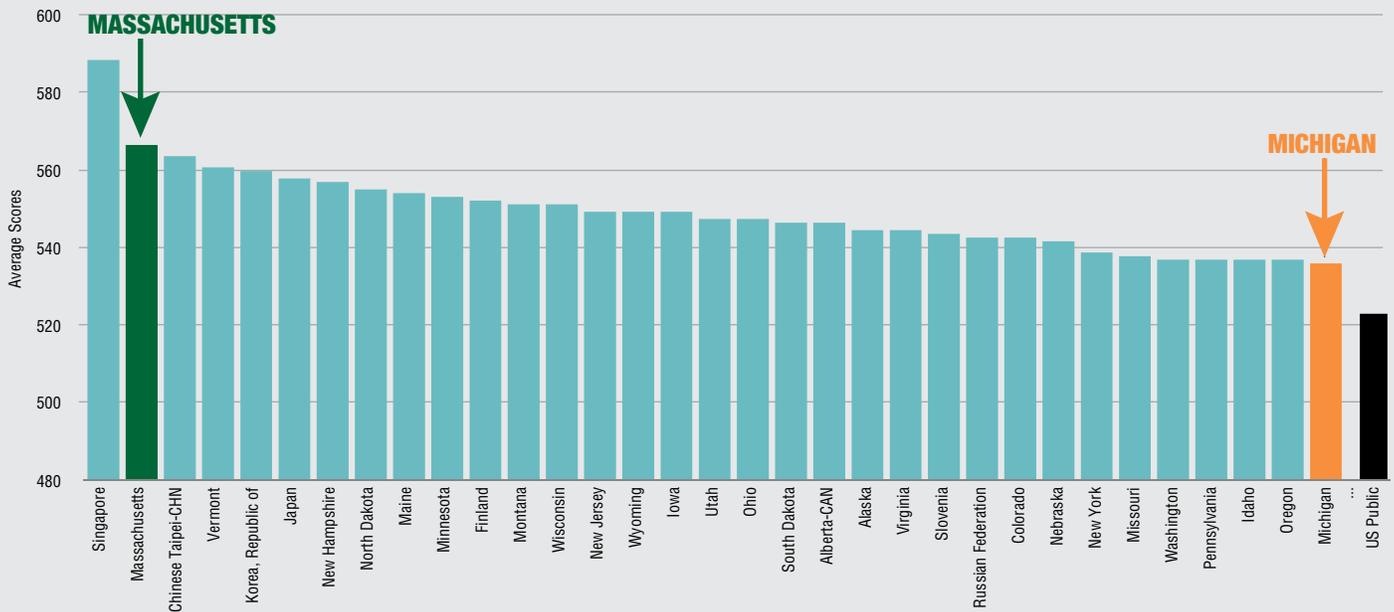
Not only does Massachusetts have some of the highest achievement, but it has been on a nice improvement trajectory over the last decade. In the last 10 years, Massachusetts gained

20 points in math for low-income eighth-graders – roughly the equivalent of two additional years worth of math instruction. That means today Massachusetts low-income eighth-graders are about a year and a half ahead of their Michigan counterparts in math – a troubling gap in a globally competitive world and knowledge economy.

While Massachusetts' students were already ahead of Michigan's a decade ago, now they are off Michigan's charts – and

MASSACHUSETTS SECOND IN WORLD IN SCIENCE

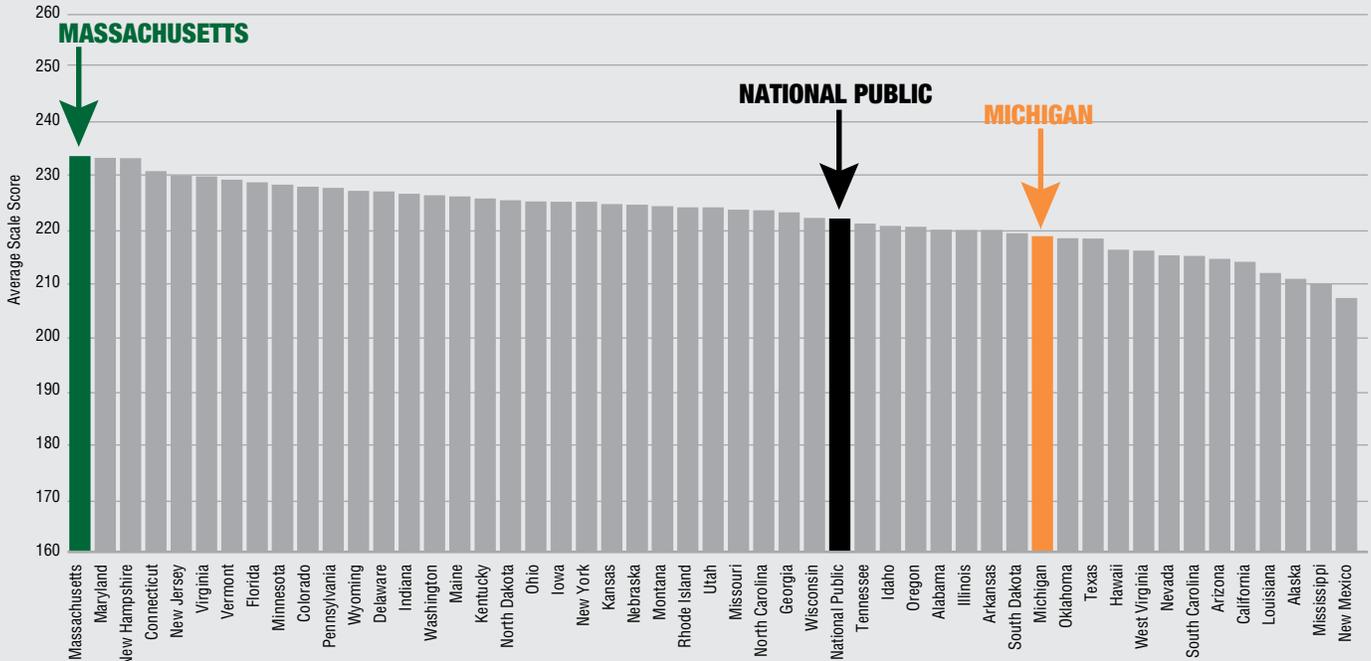
NAEP-TIMSS 2011, 8th grade Science



Note: The Trends in International Mathematics and Science Study (TIMSS) assessment is administered every four years to measure the eighth-grade and fourth-grade math and science achievement of U.S. students compared to those in other countries. In 2011, more than 60 countries and other education systems participated in TIMSS. The NAEP-TIMSS Linking Study predicts 2011 TIMSS mathematics and science scores in eighth-grade for all U.S. states based on their NAEP performance. This chart shows the top-performing countries and states in eighth-grade science, along with the U.S. Public average score. Source: U.S. States in a Global Context: NAEP-TIMSS Linking Study

MASSACHUSETTS LEADS THE NATION IN READING

Average Scale Scores, Grade 4 – NAEP Reading – All Students (2013)

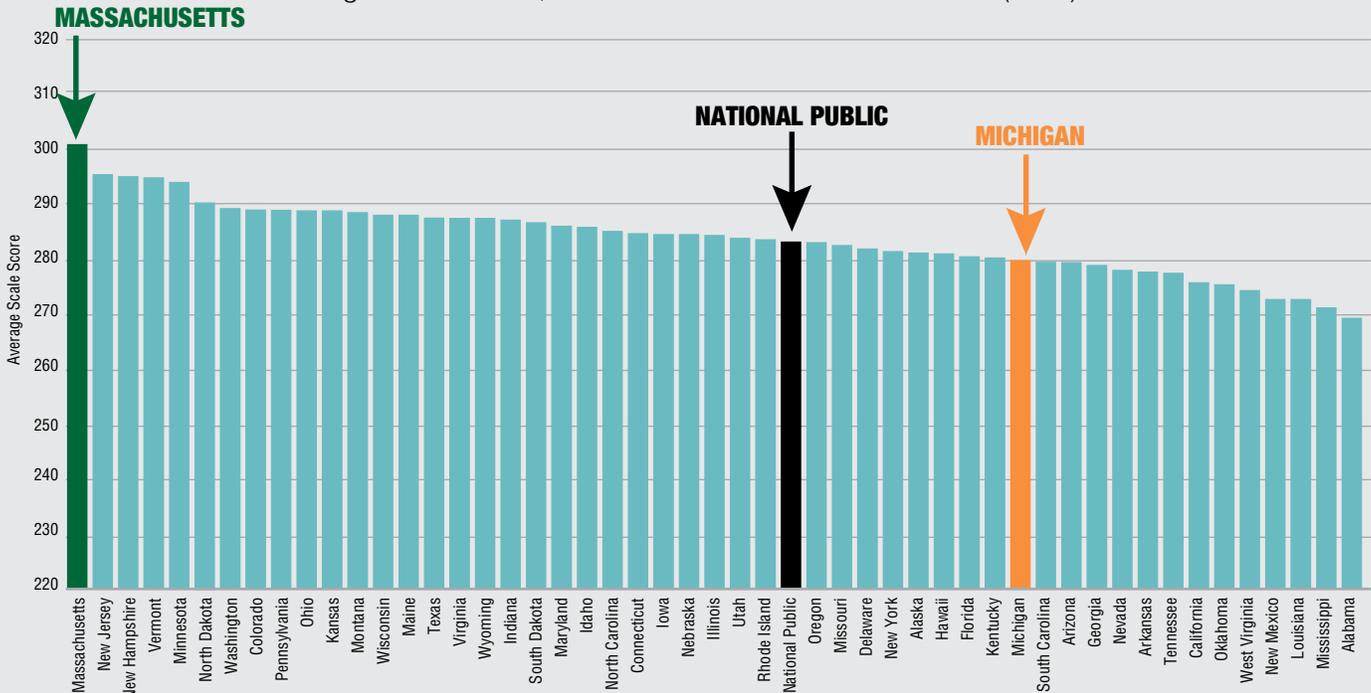


Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)

MASSACHUSETTS WAS ALREADY AHEAD OF MICHIGAN A DECADE AGO. TODAY, IT CONTINUES TO OUTPACE US – AND IT'S NOT SLOWING DOWN.

MASSACHUSETTS LEADS THE NATION IN MATH

Average Scale Scores, Grade 8 – NAEP Math – All Students (2013)



Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299; Basic Scale Score = 262)

not slowing down.

So what has Massachusetts done? How do leaders there tell the story of Massachusetts' pathway to educational excellence?

As with most complex problems, there was no silver bullet solution. Instead, Massachusetts tackled educational improvement starting in 1993 with a consistent, comprehensive, multi-faceted, multi-year strategy that included:

- Rigorous standards, assessments, and a high school graduation test that demanded much more of its students than other states.
- Increased professional development and support of teachers.
- A funding system that drove more dollars to schools and districts with concentrations of poverty.
- Intentional, regulated high-quality charter school creation with high standards, strong accountability, and a state-guided quality authorizing process.

By 2005, Massachusetts citizens' and leaders' commitment, hard work, and investment had paid off. Across all tested subjects on the NAEP, Massachusetts was at or near the top of the country for all students and high-performing for most student groups, as well.

Even then, the state didn't become complacent.

Instead, it re-committed to even greater improvement by making career- and college-readiness for all students a priority. It approved the launch of a first-in-the-nation effort to lengthen school days and instructional time, particularly in low-income schools. In 2007, Governor Deval Patrick approved a 10-year strategic plan to improve public education from pre-K through college and the workforce.

That plan and other strategies over the last two decades included:

- Aligned curricula through the grades, so what students learn in one grade lays a foundation for learning in the next grade, reducing repetition and allowing students to dig deeper into content and develop critical thinking skills.
- Development and retention of talented educators, through collaborative professional development focused on local needs, such as closing persistent achievement gaps and using data to inform instruction.ⁱ
- Greater state-level investments in improvement strategies and district accountability for low-performing schools.

“TODAY
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– PAUL REVILLE,
HARVARD UNIVERSITY PROFESSOR
WHO HELPED LEAD THE
STATE'S EARLY EDUCATIONAL
TURNAROUND



PHOTOS: COURTESY OF NORTH GODWIN ELEMENTARY SCHOOL

MASSACHUSETTS: A SENSIBLE SCHOOL BARGAIN

BY AMBER ARELLANO AND SARAH W. LENHOFF

Imagine public school teachers and leaders frustrated by years of lay-offs, rising costs, and diminishing resources for schools. Imagine parents and families increasingly eager for – and demanding – high-quality public schools for all of their children.

Sounds like the conversation in Michigan today, right? Flash back, instead, to Massachusetts in the early 1990s.

“The field was starved financially,” says Harvard University Professor Paul Reville, who then was leading a statewide organization devoted to education policy and research.

This is a hopeful story about how a post-industrial state with outdated school infrastructure overhauled itself to become one of America’s leading education states. And today, 20 years after Massachusetts leaders committed to transforming their mediocre schools, it is leading the world in education, even compared to top performing countries.

Indeed, Massachusetts provides important, relevant lessons for Michiganders and our leaders as our state struggles to rebuild our public education system.

Massachusetts’ transformation dates back to 1993. Civic leaders – in collaboration with education and policy leaders – developed a collective roadmap to dramatically improve their state’s schools.

Their grand bargain? In return for standards-based reforms – including greater individual educator and school accountability – state leaders dramatically increased the level of public dollars devoted to public schools, with a funding formula that considered for the needs of all students.

“It was a systems improvement model,” says Professor Reville, who is still working to improve public schools today. “In exchange, the state doubled its commitment to funding public education over seven years. It’s reciprocal accountability.”

On that note, Reville supports Ed Trust-Midwest’s call for the state to build both schools’ and Michigan principals’ and teachers’ capacity to carry out demanding new reforms, including higher college- and career-ready standards that have been central to his state’s success.

“You cannot just raise the bar and figure out how to do it,”

says Reville. “If you raise the bar, you need to build capacity to make sure people know how to do it – because if they already knew how to do it, then they would have already done it. That’s what policymakers need to think about ... That’s why our approach worked.”

He added: “It’s irresponsible policymaking to simply say, ‘Do this and figure it out yourself.’”

Reville and his colleagues say some of the keys to the success of his state’s blueprint included:

- **Alignment:** State-level advocacy groups, superintendents, the business community, and many K-12 groups supported standards-based school reform and investment. And they did so consistently, over 20 years.
- **“We listened to the field:”** Collaboration and listening to the education field was important, particularly at the grassroots level.
- **Equitable Funding for Communities:** Massachusetts leaders invested more money into schools and children who most needed it. They invested more in extended day programs for students, in transportation for special education students, and even in inflation and accounting for pension costs. As Reville puts it: “We didn’t just say, ‘Keep making bricks out of straw.’ We said, ‘If we’re going to ask you to do this much more, we’re going to help you accomplish it.’”
- **Charter Schools’ Grand Bargain:** In the early 1990s, Massachusetts leaders decided to open the state’s first charter schools – on a hugely important condition: accountability for both opening and for expansion would be strong, and standards would be high. “Today we have some of the strongest charter schools in the country that have made a huge difference for children... I think we got that right.”

To learn more about the policy and structural changes that Massachusetts has continued to implement over the last 20 years, go to www.edtrustmidwest.org and click on Resources and State Fact Sheets.

- Expanded learning time, such as longer school days.
- Adequately and equitably funded education, particularly for students with special educational needs.ⁱⁱ
- Plans for universal pre-K and full day kindergarten.

In 2009, nearly 90 percent of 10th-graders in Massachusetts passed the state’s graduation test on the first try, up from only 47 percent in 2000.ⁱⁱⁱ

National observers took notice. It was nothing less than remarkable.

By 2010, Massachusetts had become the best education state in the country – and close to the best in the world. Instead of just celebrating, Massachusetts leaders and citizens committed to doing even more for the state’s most vulnerable students.

Massachusetts leaders passed legislation to address the state’s achievement gap in 2010. This effort included approving – through the state’s authorizing power – select new charter schools in low-performing districts. Charter operators in these districts have to demonstrate proof of academic success in other schools. The state also granted more power to local superintendents to turn around their worst-performing schools.

Continued progress has led to higher performance among many of the state’s subgroups. Massachusetts’ African-American eighth-graders ranked first in math on the 2013 national assessment. And the state’s low-income fourth-graders ranked 6th in the country in math.

Massachusetts is a truly soaring state – and it provides a roadmap for Michigan to become a global leader in education like no other state can.



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PASSED THE STATE’S
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PHOTOS: COURTESY OF NORTH GODWIN ELEMENTARY SCHOOL



TENNESSEE: LEADING THE NATION FOR STUDENT IMPROVEMENT

Tennessee is not known as a great education state. For years, it ranked among the bottom in the country in achievement. Like Michigan, its gaps between African-American and white students have been particularly troubling.

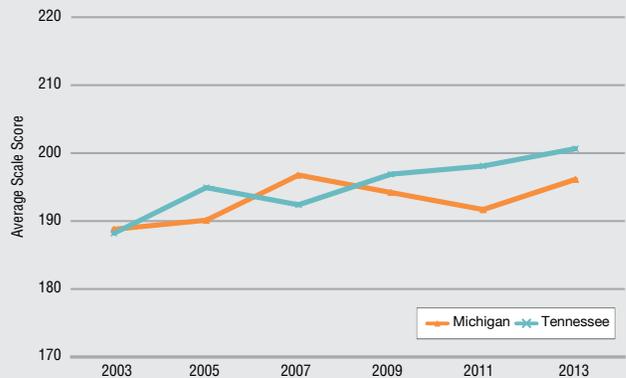
Once lower-achieving than Michigan, Tennessee is now out-performing our state on the national assessment. In 2003, Tennessee's average score in fourth-grade math was eight points lower than Michigan's, and the state ranked 43rd in the country – well below Michigan's ranking of 27th. Ten years later, Tennessee had gained 12 points compared to Michigan's one-point gain, and the state ranked 37th compared to Michigan's 42nd on the 2013 national assessment.

Indeed, in recent years, Tennessee posted some of the largest gains on the national assessment. On the 2013 national eighth-grade reading assessment, for example, Tennessee's average score was about six points higher than it was in 2011, for students overall and for low-income students. The average score for African-American eighth-graders was 10 points higher in reading in 2013 than in 2011. That's the equivalent of about an extra year of learning for African-American eighth-graders in Tennessee.

In comparison, Michigan actually slid backward in some subjects and grades. For example, Michigan fourth-graders scored worse in reading, on average, than in 2011 or 2003. Although fourth-grade reading scores for African-American students in Tennessee and Michigan nearly mirrored each other 10 years ago, now Tennessee's students score about five points higher on average – roughly the equivalent of half a year in learning.

TENNESSEE AFRICAN-AMERICAN STUDENTS OUTPACE MICHIGAN OVER LAST DECADE

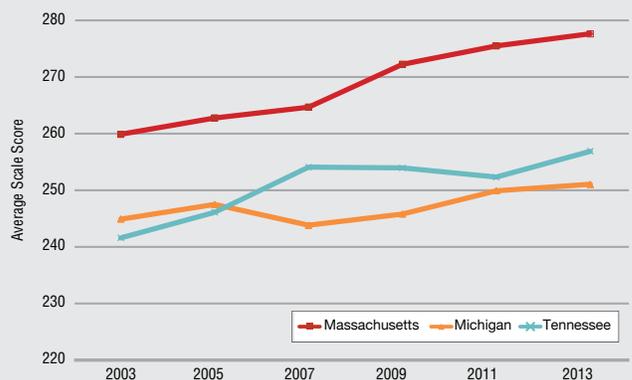
NAEP Grade 4 – Reading – African American



Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: National Center for Education Statistics, State Comparisons Tool

AFRICAN-AMERICAN STUDENTS IMPROVING IN MATH IN LEADING STATES

NAEP Grade 8 – Math – African American



Note: Basic Scale Score = 262; Proficient Scale Score = 299
Source: National Center for Education Statistics, State Comparisons Tool

AFRICAN-AMERICAN STUDENT PERFORMANCE IN TENNESSEE AND MICHIGAN NEARLY MIRRORED EACH OTHER 10 YEARS AGO. NOW, TENNESSEE'S AFRICAN-AMERICAN STUDENTS SCORE ABOUT 5 POINTS HIGHER ON AVERAGE IN FOURTH-GRADE READING AND EIGHTH-GRADE MATH – ROUGHLY THE EQUIVALENT OF HALF A YEAR OF LEARNING.

We see similar trends for African-American, Latino, white, and low-income students across grades and subjects. As Tennessee makes up ground, Michigan remains stuck – with a falling rank compared to the rest of the country.

Ask Tennessee leaders what they have done to produce such a turnaround, and you get an earful of practical, hopeful lessons. State leaders attribute the progress to things that make good common sense:

- Strong state leadership;
- Sustained commitment to and investment in implementation through multiple years;
- A research-based, comprehensive statewide reform effort with a focus on improving teaching; and
- Input and support from stakeholders, from educators to student groups and the business community.

Tennessee squarely focused on improving teaching and learning in all of its schools through a mutually beneficial, intertwined strategy: adoption and investment in the Common Core State Standards and a comprehensive educator support, evaluation, and coaching system. State leaders believe their investment is paying enormous dividends for the state and its children.

Tennessee does not just focus on accountability when it comes to effective teaching. It also supports teachers in improving their practice by providing them with useful student learning data and professional development. In fact, Tennessee was a leader in building data systems to track and inform teaching and learning.

- Tennessee developed one of the nation's first value-added data systems, to track educator impact on student

learning. Data are released to educators along with a data dashboard to help educators analyze the results and use the information to inform their instruction and target professional development.

- The state also developed a pre-K through higher education (P-20) longitudinal student data system.
- A pilot early warning data system has enabled educators to see real-time indicators of at-risk student progress.

Tennessee phased in the Common Core standards over multiple years, starting with math in grades 3-8 and a pilot of English standards in 60 school districts. The state invested \$15 million to train teachers and develop content aligned to the standards.

In addition to big gains on the NAEP, in the 2011-2012 school year, students in Tennessee made the most progress on its state assessment in its history. Leaders link the gains, in part, to efforts to raise academic standards and improved instruction as a result of its new teacher evaluation system.^{iv}

By no means is the state yet a national leader like Massachusetts. But its dramatic improvement signals a turnaround for the state, as it positions itself to become a future education leader.

The stories of Massachusetts and Tennessee show that when we focus on and invest in the right strategies, we can make dramatic gains for all students. Rather than shy away from educational problems or blame students for inequities, leaders in these states stood up and led change – and invested in a sustained effort to improve education for all students.

TENNESSEE: FROM STALLED TO SOARING

BY SUNIL JOY, SARAH W. LENHOFF, AND AMBER ARELLANO

Tennessee is now the top improving state in the country, according to 2013 national assessment results. This news was not shocking to Education Trust-Midwest, as we have admired from afar that state's efforts to improve teacher capacity over the last several years.

Recently we sat down with David Mansouri, executive vice president, and Jamie Woodson, president and CEO, of the Tennessee advocacy group SCORE, the State Collaborative on Reforming Education, to talk about how Tennessee got to where it is today – and where it's headed in the coming years.

SCORE has played a leading role in convening, collaborative planning, and supporting implementation of Tennessee's strategies. Its leaders shared several things that helped propel Tennessee to where it is today:

- **Collaboration and alignment:** SCORE's steering committee of key K-12 leaders, policymakers, business leaders, education associations, and parent organizations collaborate annually about what their collective priorities should be for their state. The state's business community is supportive of both state- and local-level educational change and improvement.
- **Strong leadership and support for both policy and implementation:** Despite a change in governors, Tennessee has stayed on track in its commitment to higher college- and career-ready standards and educator evaluation and support. Like Massachusetts, it didn't just pass laws – it invested in strong implementation strategies to ensure its state's teachers and principals are all trained to teach all students at high new levels.
- **Research-based, data-driven education policy:** Tennessee's Legislature passed tenure reform and implemented a new educator evaluation and support system focused on improvement. The policy work is a key driver for starting change, but it's just the start.
- **Strong implementation and investment:** Tennessee's commitment to implementation is something that Michigan could really learn from. Tennessee involved educators at every level in carrying out the systemwide reforms that have led to such huge improvement. In fact, the state revamped its regional education centers to focus more on supporting improvement rather than just on

accountability, even changing their names and staffing to modernize themselves.

In 2007, the governor and Legislature agreed to increase funding for schools by \$517 million over three years. Tennessee funded leadership grants of up to \$1 million to support highly effective programs designed to increase teacher-leadership and improve student outcomes. It also invested in training evaluators in the state's educator evaluation system and trained teachers on the new Common Core standards.

- **Valuing school talent:** Tennessee leaders also value school talent – and invest in their teachers and principals. As early as 2004, many years before most states, the Tennessee Department of Education approved criteria to help teachers and administrators grow as practitioners through thoughtful performance evaluation and development.

The state later created an educator evaluation and support system, built on Tennessee's long-standing value-added data system that tracks teacher and principal impact on student learning. Tennessee has trained 5,000 evaluators in the state's new evaluation system.^v

Instead of leaving training on new higher standards to local districts, the Tennessee Department of Education spearheaded statewide efforts to ensure that teachers understood the instructional shifts required of the new standards. The state identified more than 700 teachers with strong learning gains and trained them to be Common Core coaches who work with teachers across the state. Thirty-thousand educators have received training.^{vi}

- **Commitment to equity:** Tennessee has supported low-performing schools in many ways. The state has a multi-pronged approach for intervening in its lowest performing (Priority) schools, which includes a state-run school turnaround district. Tennessee created Innovation Zones that offered poor-performing districts flexibility to make financial, programmatic, staffing, and school time decisions.

To learn more about how Tennessee has transformed its teaching and learning, go to www.edtrustmidwest.org and click on Resources and State Fact Sheets.



MICHIGAN'S EDUCATION RECESSION

While Michigan's economy is surging again after a more than decade-long recession, our education system is still stalled. Michigan's achievement is stuck – or even backsliding – compared to the rest of the country. Even our own state assessment results reveal disturbing trends across local school districts, both large and small. Consider:

STATEWIDE ACHIEVEMENT

- Compared to the rest of the country, Michigan's relative rank on the national assessment has fallen since 2003 in fourth- and eighth-grade math and reading, and our state is below the national average in all subjects, for almost all subgroups.
- In fourth-grade, Michigan ranks in the bottom five states for improvement in both math and reading over the last decade. Michigan is one of only six states in the nation that saw a decline in average scale score in fourth-grade reading between 2003 and 2013.

AFRICAN-AMERICAN STUDENT ACHIEVEMENT

- Our African-American fourth-graders rank last in math in 2013, just as they did in 2011, on the national assessment.
- In reading, African-American fourth-graders rank fourth from last in 2013, compared to their counterparts around the country.
- Michigan's rank compared to other states for African-American student achievement has fallen since 2003 in all tested grades and subjects on the national assessment –

fourth- and eighth-grade math and reading.

LATINO STUDENT ACHIEVEMENT

- Likewise, Michigan's Latino students are losing ground to their counterparts around the country. Our rank compared to other states for Latino student achievement has fallen in fourth- and eighth-grade math and reading over the last decade.
- Ten years ago, Michigan's Latino students ranked in or near the top half on the national assessment on all four tests. Now, Michigan's rank has fallen on all four tests, and our state ranks near the bottom of the country in fourth- and eighth-grade math.

LOW-INCOME STUDENT ACHIEVEMENT

- Our most vulnerable low-income students are not being served by Michigan's schools. The steady gains low-income Michigan students saw in the past decade fell flat in 2013, and our achievement gaps remain wide.
- For example, in fourth-grade math, Michigan has a 27-point gap in average score between low-income and higher-income students on the national assessment. This was the third largest gap between these groups in 2013, compared to other states.

HIGHER-INCOME STUDENT ACHIEVEMENT

- But it's not just low-income students who are struggling. Higher-income students have also fallen in relative rank since 2003, according to new national assessment data.^{vii}

- Ten years ago, Michigan’s higher-income students ranked above the national public average in fourth-grade reading and math and eighth-grade reading. Now they rank 38th in fourth-grade reading, 32nd in fourth-grade math, and 31st in eighth-grade reading compared to their counterparts in other states.

DETROIT AND URBAN STUDENT ACHIEVEMENT

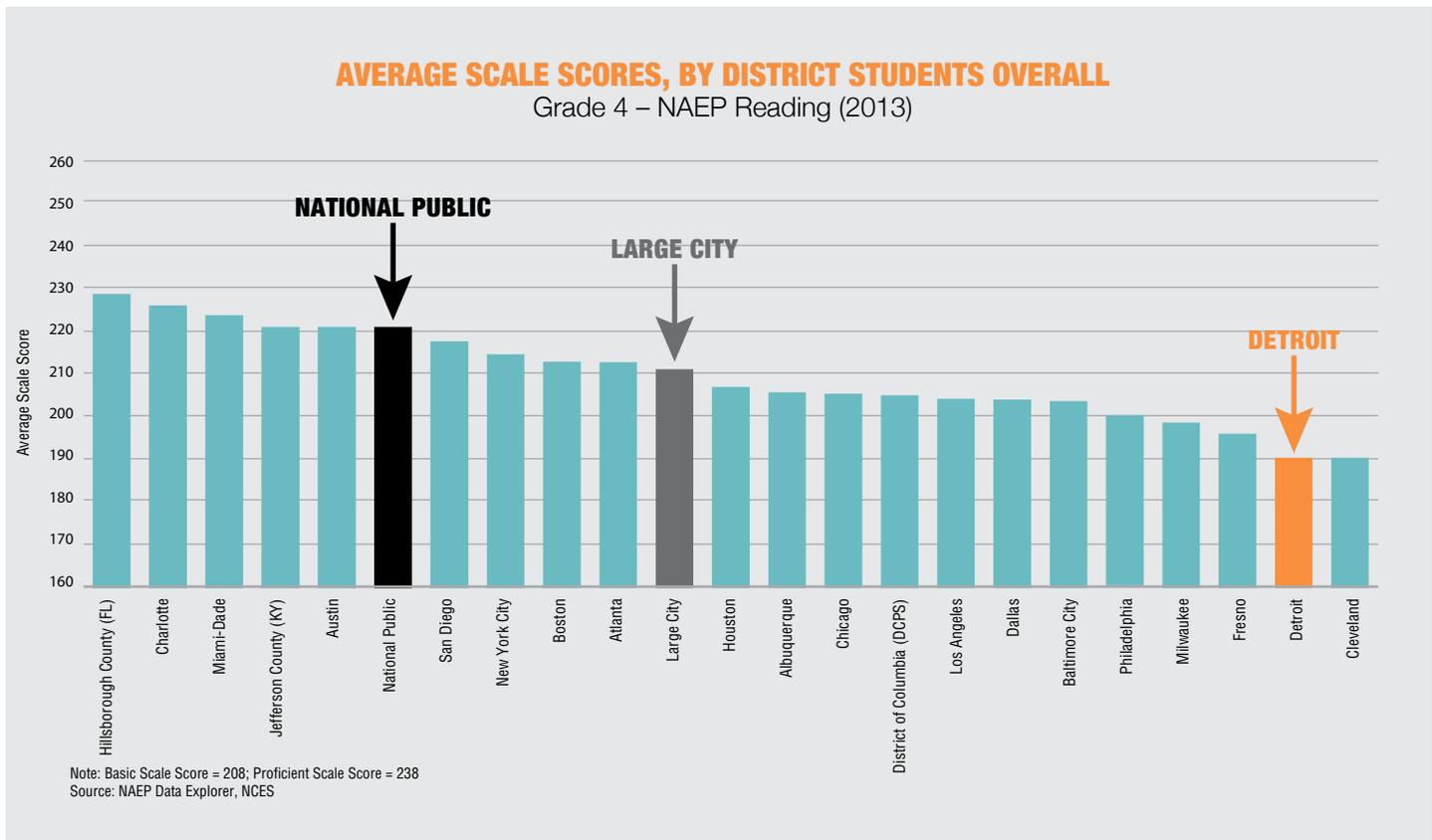
While Michigan as a whole is not doing well compared to the rest of the country, are there certain districts within Michigan that are doing better than others? For a baseline, let’s look at Detroit.

Detroit is consistently among the worst-performing large districts in the country overall on national tests in all tested subjects – fourth- and eighth-grade reading and math. This tragic news has not changed since Detroit Public School students first took this test back in 2009, when national experts said that no district had scored lower in the history of the test.

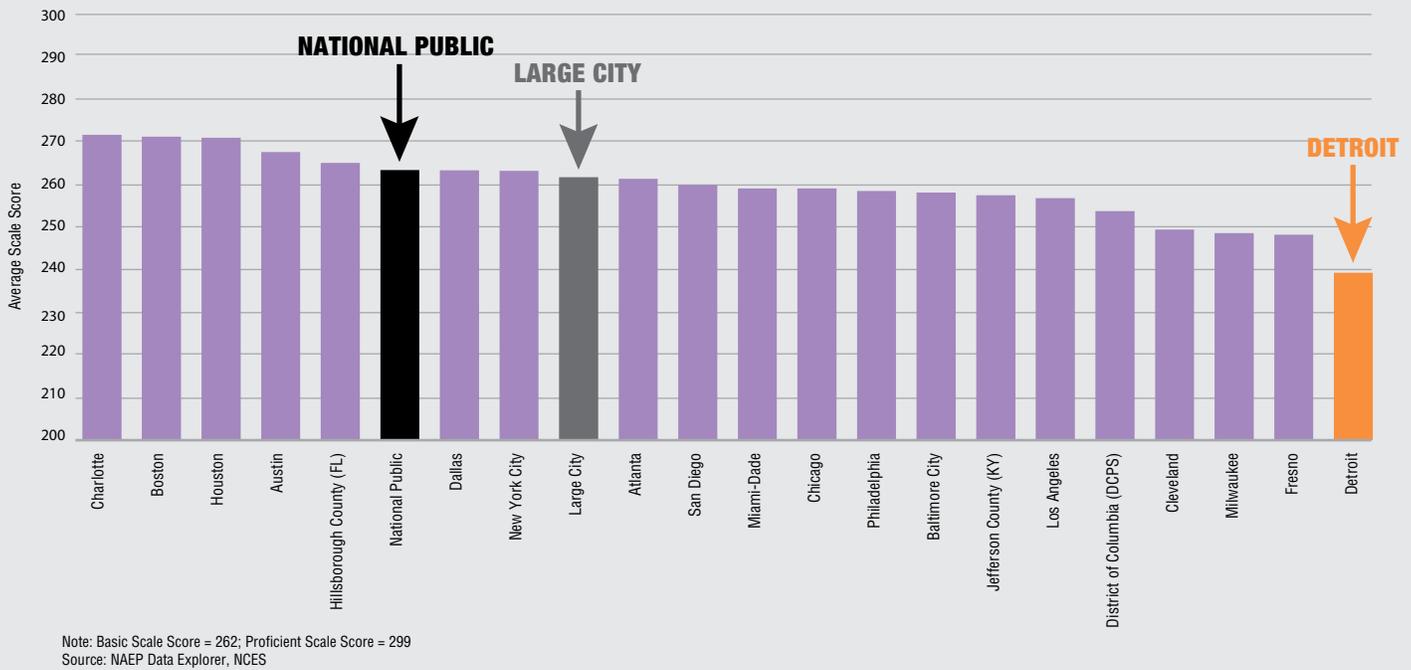
2013 national assessment results reveal that only 7 percent of Detroit’s fourth-graders are reading on grade level and just 4 percent are proficient in math.^{viii} In eighth grade, 3 percent of Detroit students are proficient in math and 9 percent are proficient in reading.

Detroit’s children of color and low-income students performed

DETROIT’S AFRICAN-AMERICAN AND LATINO STUDENTS RANKED LAST IN THE COUNTRY IN FOURTH- AND EIGHTH-GRADE MATH COMPARED TO THEIR COUNTERPARTS IN OTHER LARGE URBAN DISTRICTS.



AVERAGE SCALE SCORES, BY DISTRICT
AFRICAN-AMERICAN STUDENTS
 Grade 8 – NAEP Math (2013)



particularly poorly. The city’s African-American and Latino students ranked last in the country in fourth- and eighth-grade math compared to their counterparts in other large urban districts. And low-income students ranked last in fourth-grade reading and math and eighth-grade math.

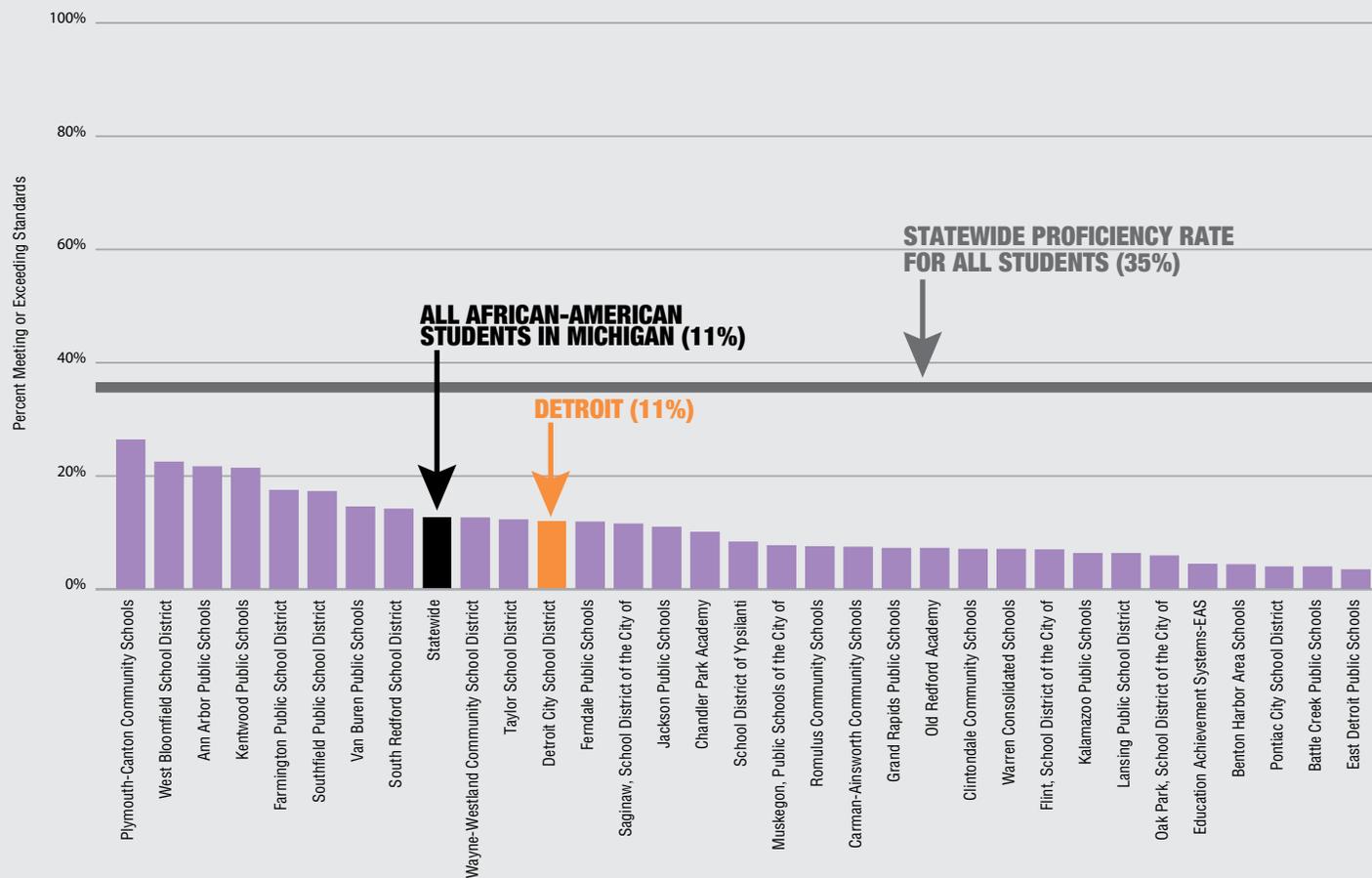
But Michigan’s problems are by no means limited to Detroit. According to results from our own MEAP assessment, some districts in Michigan perform even worse, especially for some groups of their students. In eighth-grade math, for instance, African-American students in over 20 districts and charter schools, including Grand Rapids, Flint, Chandler Park Academy, and Lansing perform worse than those in Detroit on our state assessment.

Latino fourth-graders in Grand Rapids, Battle Creek, and Shelby, among others, perform worse than those in Detroit, where less than half are reading at grade level according to Michigan’s state assessment. And some charter schools also perform worse than Detroit Public Schools for Latino students. Cesar Chavez Academy, sadly, posted lower scores than Detroit for Latino fourth-graders in reading on the 2013 MEAP. Given Detroit’s tragically low performance on the national assessment, these data suggest that Michigan has some of the worst-



AFRICAN-AMERICAN STUDENTS FALL BEHIND IN MATH

Percentage of African-American Students Meeting or Exceeding Standards By District, 2013 Grade 8 Math MEAP



Note: Public school districts and charter districts with the largest number of African-American students are included.
Source: Michigan Department of Education, Fall 2013 MEAP Four Year Comparison (Gap Analysis), CEPI, Spring 2013 District Enrollment Data

performing schools in the country for Latino and African-American students.

On our state assessment – not exactly the most rigorous in the country – only 70 percent of fourth-graders overall and 48 percent of African-American fourth-graders were proficient in reading in 2013. In eighth-grade math, just 35 percent of students overall and a tragic 11 percent of African-American students were proficient.

State assessment data from 2013 reveal huge gaps between low-income and higher-income students in Michigan. Some districts, including Ann Arbor Public Schools and Grosse Pointe Public Schools, have over 40-point gaps between these students in eighth-grade math.

Overall, Michigan has seen small gains on state assessments

for most groups of students, but progress has been too slow and achievement remains uneven and terribly low. Too many districts are not making significant progress for their students, contributing to our state’s declining rank compared to the rest of the country. Our urban children, in particular, are the canaries in the coal mine that is Michigan’s education recession.

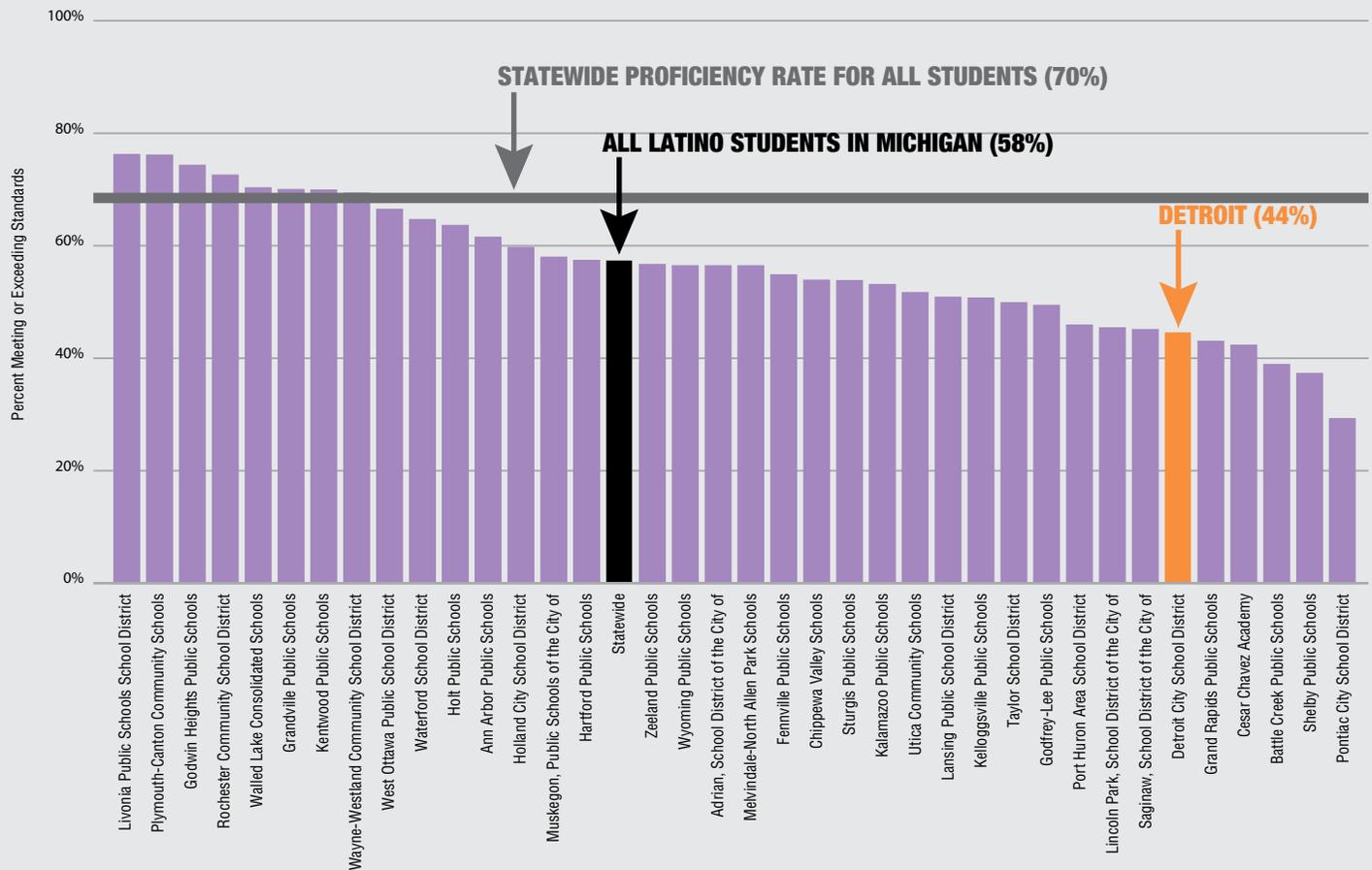
CHARTER SCHOOL ACHIEVEMENT

Leaders and advocates in the traditional public school community and charter school community often argue that their schools are out-performing each other. This can be confusing for Michigan parents, who wonder what to believe.

The truth is, both sectors have high-performing schools,

LATINO STUDENTS STRUGGLING IN READING

Percentage of Latino Students Meeting or Exceeding Standards by District, 2013 Grade 4 Reading MEAP



Note: Public school districts and charter districts with the largest number of Latino students are included. Michigan Department of Education, Fall 2013 MEAP Four Year Comparison (Gap Analysis). CEPI, Spring 2013 District Enrollment Data.

many mediocre schools, and too many low-performers. Organizations inside Michigan, including Bridge Magazine and Ed Trust-Midwest, and outside the state have made similar conclusions. For example, Stanford University’s CREDO research center found that 80 percent of Michigan charter schools perform below the state average in reading, and 84 percent perform below average in math.^{ix}

Detroit’s school landscape is a good example of this pattern. It shows that, despite how low performing the Detroit Public Schools district is, there are charter schools that are actually performing even worse.

The charts on page 20 show the performance of low-income students in Detroit’s high poverty charter and traditional public schools. Looking only at schools that have been open for three or more years – to give them time to show positive results – we

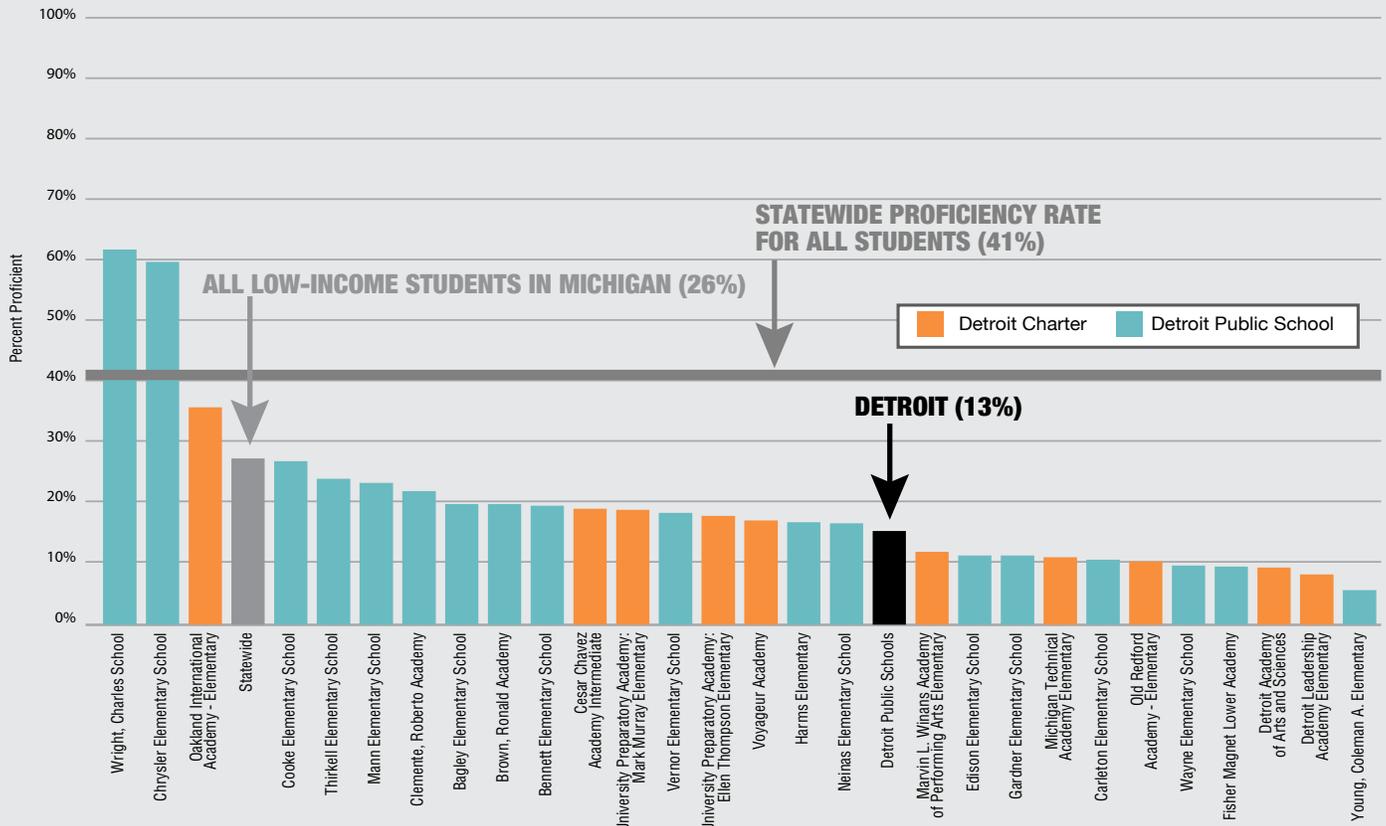
can see that many Detroit charter schools perform worse than Detroit Public Schools. This means that some Detroit charter schools perform similarly to many of the worst-performing schools in the city, state, and country.

The same is true in west Michigan, where charter schools in Kent County perform about the same as some of that region’s worst-performing schools. The charts on page 20 show how schools like Hope Academy of West Michigan and William C. Abney Academy - Middle School perform below the Kent County average for low-income students in reading.

These devastating data require that we Michiganders take a hard look at ourselves, our leadership, and our state strategies. We can change for our children and our future – and leading states show us a path forward.

LOW-INCOME STUDENTS' MATH PERFORMANCE SIMILAR IN DETROIT HIGH POVERTY CHARTER AND TRADITIONAL PUBLIC ELEMENTARY SCHOOLS – 2013

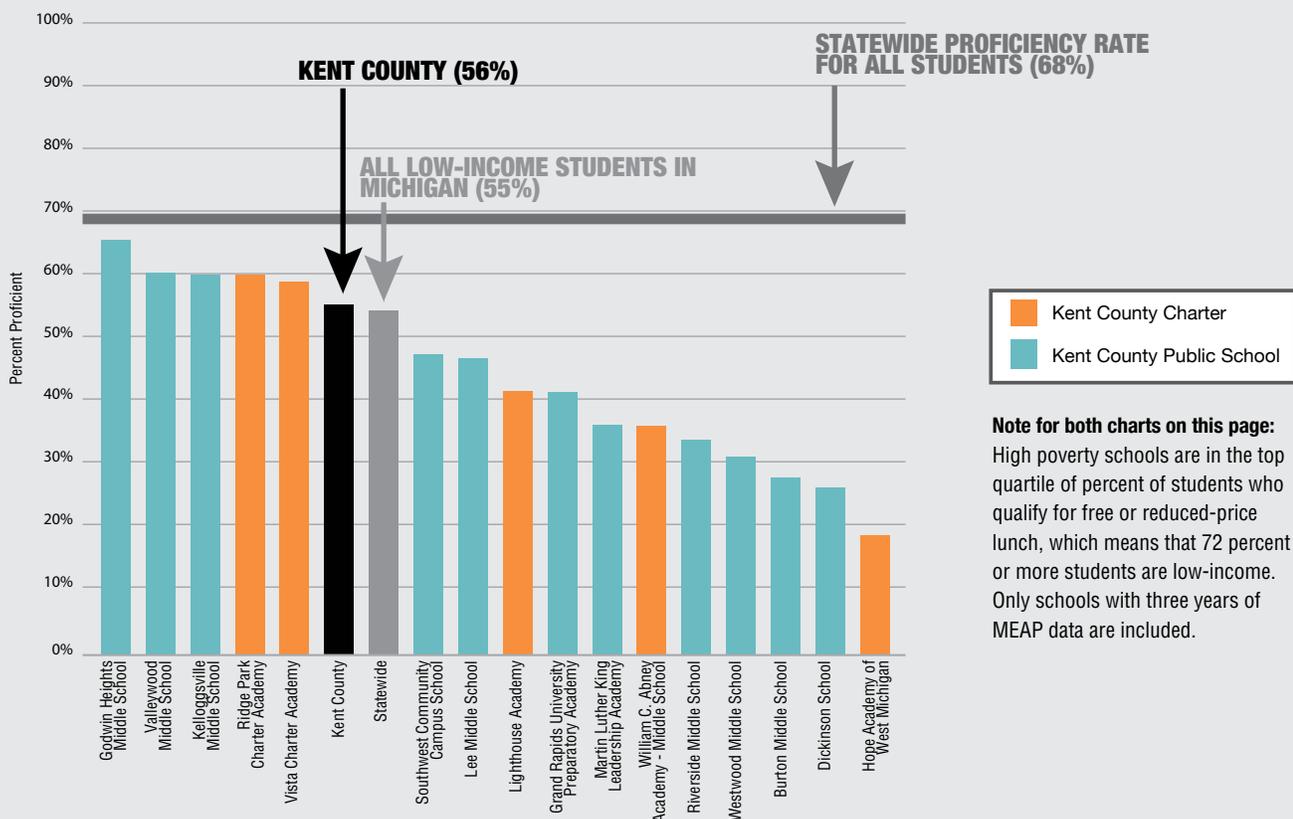
School-wide Proficiency Rates for 2013



Note: Elementary schools have enrollment in at least one grade 3-6 and no grade 7 or grade 8 enrollments.
Source: Fall 2013 MEAP Four Year (Gap Analysis). CEPI Fall 2012 Building Data, Free and Reduced Lunch Counts.

KENT COUNTY READING PERFORMANCE FOR LOW-INCOME STUDENTS

High-poverty K-8 Charter and Traditional Public Schools
Reading Proficiency Rates for 2013



Note: K-8 schools have enrollment in any of grades 3-6 and enrollment in grade 7 or 8.
Source: Fall 2013 MEAP Four Year (Gap Analysis). CEPI Fall 2012 Building Data, Free and Reduced Lunch Counts.

Note for both charts on this page:
High poverty schools are in the top quartile of percent of students who qualify for free or reduced-price lunch, which means that 72 percent or more students are low-income. Only schools with three years of MEAP data are included.



MICHIGAN'S PROGRESS: THE PATH TO EDUCATIONAL RECOVERY

The powerful stories of Massachusetts and Tennessee raise important questions for Michigan. If we know improvement is within our grasp, where are we on the path to achieving it? What steps have we taken to build the systems and support that have helped other states reach great heights?

Michigan has, indeed, made some initial moves toward building a stronger educational future. We have adopted rigorous college- and career-ready standards; we've raised graduation requirements; and we've taken initial steps toward establishing a statewide educator evaluation and support system.

But as our colleagues in leading states will tell you, true change takes sustained state commitment and investment; a research-based, coherent state strategy; and thoughtful state leadership.

In this section, we rate Michigan's progress on areas of improvement that Massachusetts and Tennessee demonstrate are key to raising teaching and learning. We also recommend next steps to put us on the path toward becoming a top 10 state for achievement based on national college- and career-ready standards for all groups of students – no matter who they are – by year 2030.

EFFECTIVE TEACHING AND SCHOOL LEADERSHIP: STALLED



For years, Michigan has lacked a coherent strategy to improve and support our state's teaching quality and school leadership. In 2011, the Michigan Legislature provided leadership on this issue by passing comprehensive tenure reform that made tenure based on performance,

including actual student learning. This may not sound revolutionary, but up until then, most teachers in public schools were promoted, awarded tenure, and laid off based solely on years on the job rather than how well they served students.

Ed Trust-Midwest championed that legislation. We recommended the Legislature develop a high-quality, research-based statewide system of educator evaluation and support that districts could use. Local districts in Michigan have been waiting since 2011 for guidance from the state about how they should be evaluating teachers and principals, with many struggling to do it well. Michigan still lacks a statewide definition of effective teaching and a reliable process for identifying and supporting it.

Thankfully, Governor Rick Snyder has proposed investing almost \$28 million in the development of the new system this coming school year. And legislative leaders – both Democrats and Republicans – introduced bills to finally put this system into place.

Now the Legislature needs to support this funding commitment, and pass legislation that includes:

- State-approved research-based observation tools.
- A reliable state-provided student growth model that measures teacher and school leader impact on student learning.
- Guidelines for assigning final performance ratings for individual educators.
- A real master teacher pathway that rewards high performance and gives teachers opportunities to mentor their colleagues.
- Requirements that the state and districts collect data on

which students have access to experienced, in-field, and effective teachers, and act when the data reveal that some students are getting shortchanged.

The Michigan Department of Education also needs to ensure its implementation plans are sound, seek input from key stakeholders, and update its master teacher regulations. Tennessee shows how impactful such strategies can be in raising learning for all students, including low-income students and children of color.

HIGH EXPECTATIONS FOR ALL MICHIGAN STUDENTS: IMPROVING



One of the most effective ways to ensure that all students are prepared for college and career is to hold them to rigorous expectations in the form of standards and curriculum. In fact, the quality and intensity of students' high school curriculum is one of the best predictors of post-high school success, according to research from the U.S. Department of Education.^x

That's why we applaud Michigan's efforts in the past decade to raise expectations for all students. Michigan was a leading state in making college-prep the default curriculum for all students. In 2006, the Legislature created the Michigan Merit Curriculum (MMC), which set rigorous expectations students must meet in order to graduate high school. In 2010, the Michigan State Board of Education adopted the Common Core State Standards in reading and math for students in grades K-12, aligned to what students need to know and be able to do in college and the 21st Century workplace.

Last year, a vocal minority of the Michigan Legislature halted state funding and implementation of higher student standards. The Michigan Coalition for High Student Standards, a coalition of over 130 organizations, including Ed Trust-Midwest, worked together to reinstate funding, which the Legislature passed in October 2013. More information on the coalition can be found at www.commoncoremichigan.org.

Now, the state is on track to implement assessments aligned to the standards. Parents and educators deserve honest, reliable data on how our students are performing and where they need to improve.

Michigan must continue this forward progress in the coming years:

- **Ensure that the Legislature provides continued funding for implementation of college- and career-ready standards and assessments this coming school year.** A small but vocal minority in Lansing continues to question the importance of the standards, despite a poll that shows 75 percent of Michigan teachers are enthusiastic about the implementation of the Common Core standards.^{xi} In addition, 74 percent of teachers believe the standards will improve their students' ability to think critically and use reasoning skills.
- **Implement the Michigan Department of Education's assessment plan aligned with new standards this coming school year.** New assessments aligned to the standards should provide teachers with better feedback on student learning. And they should tell everyone who cares about education in Michigan how our schools compare with schools across the nation, so that we can identify and share best practices to improve all schools.
- **Resist efforts to weaken standards and graduation requirements.** There have been no fewer than 10, as yet unsuccessful, attempts by Michigan lawmakers to weaken graduation requirements in recent years.
- **Hold schools accountable for implementing graduation requirements and new standards.** A study from the Michigan Consortium for Educational Research found that many students in Michigan were not taking the required graduation courses. For instance, almost 60 percent of students surveyed said they will not take all of the required high school math courses.^{xii} We're seeing similar patterns in the spotty implementation of Michigan's career- and college-ready standards, since the state failed to provide training and hold schools accountable for consistent implementation.

SUPPORT FOR ALL TEACHERS: STALLED



New college- and career-ready standards will require educators to teach students at much higher levels – and to help them gain much deeper skills – than ever before. For most teachers, even in the best schools, this will require significant shifts in instruction. Educators need training on the content of the new standards as well as the most effective ways to teach students so that they learn what the standards require.

VOICES FROM THE FIELD: A SURVEY OF MICHIGAN PRINCIPALS



The Education Trust-Midwest, in partnership with the Michigan Elementary and Middle School Principals Association and the Michigan Association of Secondary School Principals, recently surveyed more than 200 Michigan principals to get their perspectives on Michigan's implementation of college- and career-ready standards and educator support and evaluation.

Their responses shed light on what's working well now – and what needs to happen in the coming years – to ensure that educators and students benefit from the state's efforts to improve schools and raise student achievement for all of Michigan's children.

EARLY WINS: FOCUSING SCHOOLS ON STUDENT LEARNING

“Our vision of evaluation has changed from one of simply affirming actions of most teachers to one of examining data, having discussions, planning for improvement, studying evaluation in action, and working with teachers to implement a fair and stringent system,” said a principal from Hemlock Public School District.

“Even our best teachers are working to improve their practice,” said a principal from Pennfield Public Schools. “Conversations between and among groups of staff regarding best practice are now a common occurrence, and we have been able to make remarkable improvements in our teaching and student learning.”

NEED FOR STATE ACTION AND INVESTMENT

Principals said that state leaders need to take action on the state evaluation system, too. More than 80 percent of principals surveyed said they would feel more prepared to evaluate their teachers if the Legislature made a decision on the state evaluation framework and student growth model, which is now more than two years overdue.

In particular, principals want guidance on how to measure student growth and tie it to teacher evaluations. “MDE should provide and fund the tools necessary for school districts to measure student growth,” said an assistant superintendent from West Ottawa Public School District. “They should be timely, online, and with a fast data turnaround.”

The principals surveyed also support plans to tie teacher performance evaluations to student learning. However, they believe there should be a sensible transition period for this change and its integration with the new Common Core college- and career-ready assessments.

Fifty-seven percent of those surveyed thought teachers should be held accountable for student learning on the new tests after

two or three years. Only 6 percent thought they should never be held accountable for student growth data based on the new tests. This finding supports recommendations from organizations such as the Michigan Education Association and Ed Trust-Midwest on when the state should begin holding educators accountable for teaching content from our new higher standards.

A PATCHWORK OF TRAINING AND SUPPORT FOR MICHIGAN TEACHERS

Only a quarter of respondents said their teachers have received job-embedded training or coaching on the new Common Core college- and career-ready standards, which is important for helping teachers understand the instructional shifts required of them.

This finding was in conflict with another survey finding: 66 percent of principals said their districts have a plan for Common Core implementation. Clearly, good plans are not the only thing that districts and ISDs need to deliver high-caliber training and support to all teachers and schools. There is an important role for the state to play in the implementation of the new higher standards, as leading states are demonstrating around the country.

Fifty-three percent of principals in our survey were confident that the state could support high quality implementation of Michigan's new academic standards. But many said that more resources, including funding and additional staff, would help the Michigan Department of Education be more effective in supporting implementation.

Michigan has not invested in a state-level strategy to ensure all of our teachers and principals are well prepared to transition to the new demands of higher standards. In fact, the state's proposed budget for next school year does not include such an allocation at all, despite widespread support from many organizations.

This problem of state leadership – and consistency in implementation – means that while some educators may have access to great training on the new standards, others may know little to nothing about them.

A Gibraltar School District principal had an idea about how the Michigan Department of Education can better support implementation: “Pull from the invaluable resources available in the state, ISD consultants, technology gurus, assessment gurus, etc. There are so many resources available; [the state] just needs to organize them.”



Michigan has so far left the training of teachers up to local districts and ISDs, with no oversight or accountability, not to mention support. This means that some educators have received rich training while others have received no training whatsoever.

This is unacceptable, and it leaves our students vulnerable to inequitable access to rigorous instruction, setting our state up for even wider achievement gaps in the future.

In addition, teachers and principals are now required to participate in annual performance evaluations tied in part to how much they impact student learning. These evaluations should be focused on what matters most: how to improve teaching and learning.

To ensure that teachers get the support they need to improve, Michigan should:

- Train administrators on how to observe teachers' practice, give them written and verbal feedback on their strengths and weaknesses, and combine data from multiple measures into final evaluation ratings.
- Ensure that all teachers receive high quality training on the new standards.
- Provide targeted professional development to teachers, focused on their areas in need of improvement.

- Create opportunities for high-performing teachers to become master teachers, lead training, and participate in peer learning networks to share best practices across the state.

SCHOOL ACCOUNTABILITY AND SUPPORT: STALLED



In 2012, Michigan redesigned its school accountability and public reporting system. The new system incorporated a ranking of all schools in the state based on achievement, student learning gains, and gaps between the lowest and highest performing students. It also used color-coded labels to visually portray schools' progress toward achievement goals – overall and for all groups of students.

All parents deserve to know how schools perform for all groups of students, particularly in Michigan, where parents face a rapidly growing sector of school choices of wildly varying quality.

Recently state lawmakers introduced a bill that would create yet another school accountability system. While this system would install letter grades instead of color labels, it would also provide *less* information to parents and communities about school performance for all groups of students.

This would be a step in the wrong direction – instead of moving

toward greater transparency and accountability, this system would allow schools to hide behind high achievement overall, even if they continued to have large achievement gaps or low-achieving groups, such as low-income or African-American students.

In Ann Arbor, for example, the public schools perform well overall, but the district has some of the largest achievement gaps in the state. A good accountability system would recognize both characteristics, reward the district for its positive traits, and provide information, pressure, and support to help it close gaps.

In addition to maintaining meaningful expectations for the performance of all groups of students in the statewide accountability system – a system that applies to both traditional public and charter schools – Michigan should take additional steps to promote quality in the rapidly-growing charter sector.

Charter school advocates have argued for unrestricted growth in their schools. In 2011, lawmakers lifted the cap on charter expansion without requiring that new charter schools meet performance standards – or demonstrate success before replicating failed schools. Attempts to establish quality standards have been foiled in Lansing. The state should hold all charter schools, operators, and authorizers accountable for the performance of their students.

More than 70 charter schools have opened since 2011, many of them by operators with poor track records in Michigan and the rest of the country.^{xiii} Although some charter schools perform very well, many are not being held accountable for offering better educational options to Michigan students. For example:

- Opened in 2004, Old Redford Academy High had a smaller percentage of students proficient on the 2012-13 state high school math assessment than in Detroit Public Schools.
- K12, Inc.'s Michigan Virtual Charter Academy, an online charter school, has tragically low student performance – only 20 percent of its eighth-graders were proficient in math in 2013, for instance. Yet, the operator was approved to expand in Michigan.

Michigan should follow the model of leading states and commit to honest, transparent, and rigorous accountability for all schools, including charter schools. Performance results for all groups of students should prompt action when any group consistently underperforms. And charter authorizers and the state should be held accountable for only approving new schools or expansions if charter applicants can demonstrate success in Michigan or other states.

TARGETED INVESTMENTS: STALLED



As we learned from Massachusetts and Tennessee, leading states follow through on reform by making targeted investments to realize their full potential. For instance, Tennessee not only adopted rigorous standards, but the state also invested millions in training teacher leaders to support instructional shifts aligned to the standards. Likewise, the state not only implemented a comprehensive educator evaluation system, it also trained master and mentor teachers to support instructional improvement.

In his budget proposal in early 2014, Governor Rick Snyder pledged over \$27 million to support the first year of Michigan's educator evaluation and support system, including state-approved observation tools and training for evaluators. In addition, the governor proposed additional funding for state assessments, to align them with new standards and install the technology necessary for computer-based assessments.

The Ed Trust-Midwest supports these investments, and we urge lawmakers to act on them, including:

- **Invest in training on Michigan's career- and college-ready standards:** States like Tennessee identified high-performing teachers to be coaches on the new standards to their peers throughout the state. Michigan should also invest in instructional materials and work with other states to develop supports to raise the level of instruction.
- **Invest in high-quality observation training:** To ensure that evaluations are improvement-oriented, administrators and other observers should be trained to use a state-approved observation tool that is aligned with the instructional shifts required to ensure students are college- and career-ready.
- **Invest in training on making final evaluation ratings:** Administrators should be trained to combine data from multiple observations, state and local measures of student learning, and other components – such as student surveys – into a final rating for each teacher. A consistent process and training for administrators across the state will ensure reliability and accuracy in how teachers are evaluated.

Educational improvement is not just about passing legislation – it's about a sustained commitment and investment in the things we know make a difference for kids.

EMPOWERING PARENTS AND COMMUNITIES: IMPROVING



The state's new color-coded accountability system provides the most transparent information on school performance that Michigan has had, including detailed information on each school's performance and improvement for every student group. There are now efforts to dismantle that system and reduce the information available, particularly for families of color. Legislation being debated in Lansing would eliminate the requirement that the state report on the performance of African-American, Latino, and other students in all of Michigan's schools.

Most of the efforts to empower Michigan parents and communities have been led at the local level. Excellent Schools Detroit, for instance, now publishes an annual scorecard on Detroit schools so parents can compare their options across school sectors and make the best decision for their children.

Grand Rapids Public Schools and its philanthropic partners have led the development of Parent University, where parents have access to over 20 different classes on a wide variety of topics from developing toddlers' language skills to completing college financial aid forms to establishing healthy exercise habits. These efforts are

laudable, yet the state could be doing more.

Michigan parents deserve to know comprehensive information on how their schools serve their children:

- Parents need to know how much students improve from year to year. This information is particularly important in low-performing schools. Even if students are not yet proficient, parents should know whether schools are putting students on a path to reaching proficiency in the near future. The state should produce sophisticated growth data to track student progress and report on students' progress toward career- and college-readiness.
- In high schools, parents need to know more information on whether students are taking and completing Michigan's graduation requirements, whether they have access to and are succeeding in high-level courses like Advanced Placement, and how they fare after high school. Michigan has not done enough to collect and report on how our graduates perform in college or the workplace.
- Finally, parents need to know more about schools' climate. For instance, they need information on disciplinary infractions, including suspension and expulsions, as well as fights and drug and alcohol violations.^{xiv}



CONCLUSION: WE CAN DO DRAMATICALLY BETTER



Michigan's economic recession is becoming part of our past. But that's not the case for our schools and students. Too many are suffering in Michigan's education recession. They are missing out on the opportunities for self-actualization and living vibrant, productive lives that their peers have in other states.

Leading states are leaving Michigan behind. But those leading states give us hope, too.

Digging deeper into high-achieving and high-improvement states reveals proof points that investment in comprehensive statewide strategies can produce improved student learning, even in states with previously lackluster student performance.

There are positive signs of progress in Michigan. The state's renewed commitment to career- and college-ready standards makes it more possible than ever that all students will have access to rigorous instruction. And the governor's proposed investment in our state's new educator evaluation system and the proposed legislation that would establish standards for supporting and evaluating teachers both have enormous potential to improve teaching and learning in our state.

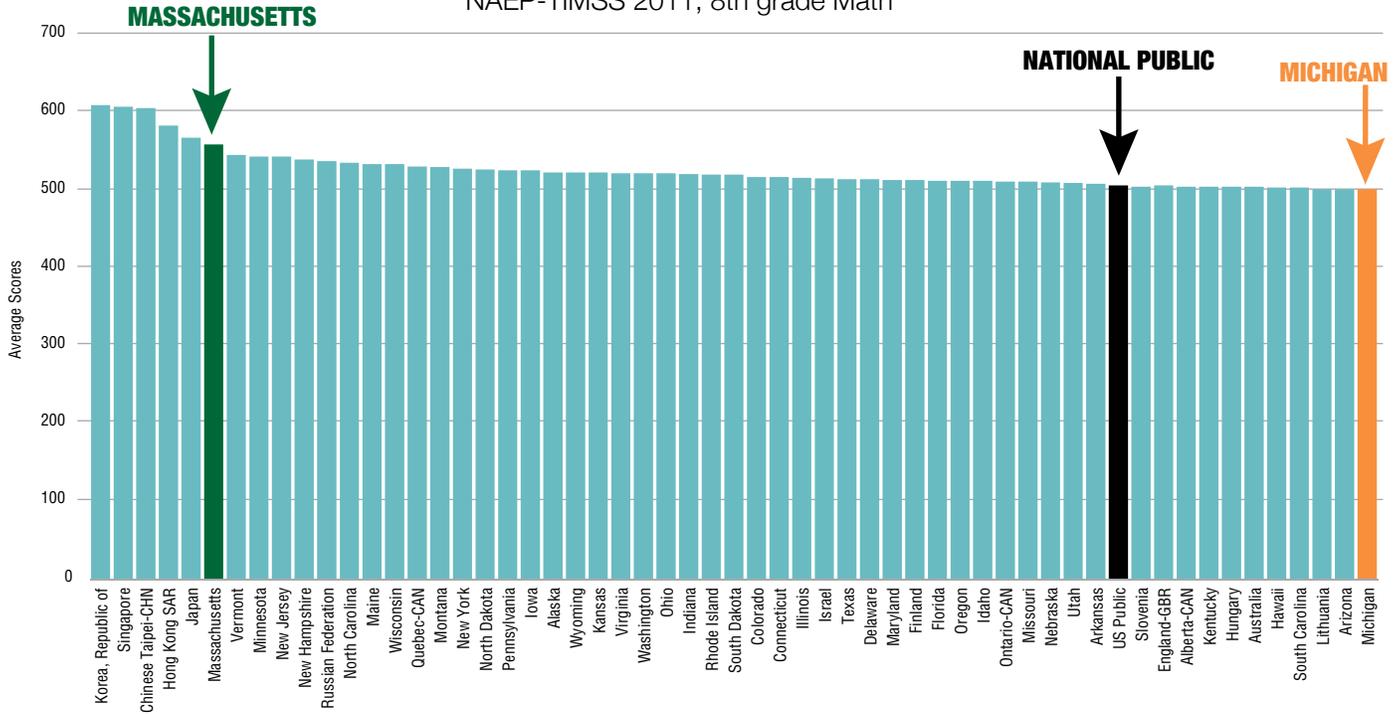
Overall, though, Michigan is not doing nearly enough to invest in and support our students, schools, or educators.

STATEWIDE
EDUCATIONAL
IMPROVEMENT
IS POSSIBLE –
AND WITHIN OUR
GRASP.

Statewide educational improvement is possible – and within our grasp. By making a sustained, comprehensive commitment and investment in the levers we know work, Michigan can get back on track.

MASSACHUSETTS IS SIXTH IN THE WORLD IN MATH

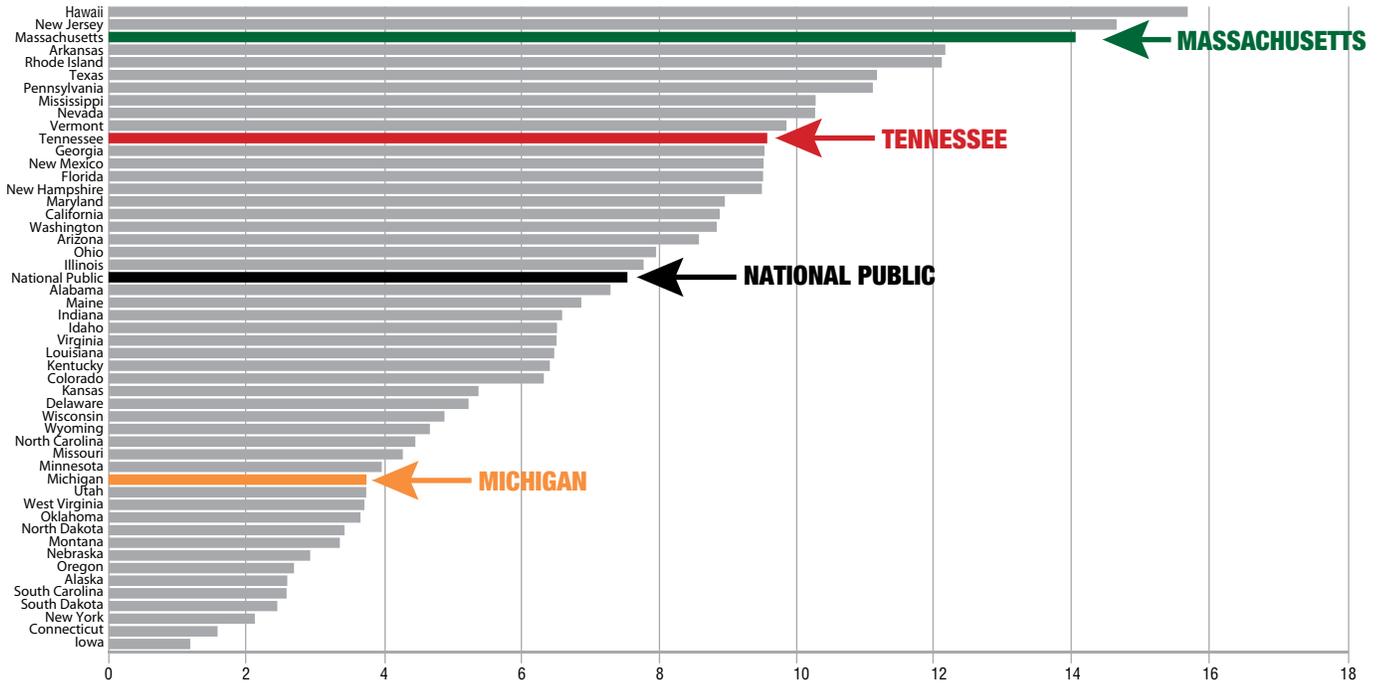
NAEP-TIMSS 2011, 8th grade Math



Note: The Trends in International Mathematics and Science Study (TIMSS) assessment is administered every four years to measure the eighth-grade and fourth-grade math and science achievement of U.S. students compared to those in other countries. In 2011, more than 60 countries and other education systems participated in TIMSS. The NAEP-TIMSS Linking Study predicts 2011 TIMSS mathematics and science scores at grade 8 for all U.S. states based on their NAEP performance. This chart shows the top-performing countries and states in eighth-grade math.
 Source: U.S. States in a Global Context: NAEP-TIMSS Linking Study

TEN YEAR IMPROVEMENT IN MATH SCORES BY STATE, MA THIRD HIGHEST

Average Scale Score Change, NAEP Grade 8 – Math – All Students (2003-13)



Note: Basic Scale Score = 262; Proficient Scale Score = 299
 Source: NAEP Data Explorer, NCES

MICHIGAN NAEP PERFORMANCE

Relative Rank of All Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	28th	30th	30th	34th	35th	38th
4th Grade Math	27th	32nd	32nd	38th	41st	42nd
8th Grade Reading	27th	29th	32nd	32nd	28th	32nd
8th Grade Math	34th	33rd	36th	36th	36th	37th

Note: Rankings are among all 50 states
Source: NCEES, NAEP Data Explorer

MICHIGAN NAEP PERFORMANCE

Relative Rank of Low-Income Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	35th	35th	35th	37th	36th	37th
4th Grade Math	34th	37th	40th	45th	46th	48th
8th Grade Reading	31st	33rd	41st	37th	26th	31st
8th Grade Math	34th	37th	42nd	47th	43rd	44th

Note: Rankings are among all 50 states
Source: NCEES, NAEP Data Explorer

MICHIGAN NAEP PERFORMANCE

Relative Rank of Higher-Income Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	24th	35th	36th	36th	35th	38th
4th Grade Math	20th	29th	35th	35th	43rd	32nd
8th Grade Reading	21st	37th	36th	31st	30th	31st
8th Grade Math	34th	35th	38th	39th	40th	39th

Note: Rankings are among all 50 states
Source: NCEES, NAEP Data Explorer

MICHIGAN NAEP PERFORMANCE

Relative Rank of African-American Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	38th	39th	36th	44th	45th	42nd
4th Grade Math	37th	40th	40th	43rd	44th	44th
8th Grade Reading	29th	33rd	38th	37th	34th	33rd
8th Grade Math	35th	32nd	39th	42nd	42nd	41st

Note: Rankings are among the states that reported data for African-American students.
Source: NCEES, NAEP Data Explorer

MICHIGAN NAEP PERFORMANCE

Relative Rank of Latino Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	22nd	15th	13th	25th	26th	24th
4th Grade Math	16th	25th	20th	31st	32nd	40th
8th Grade Reading	5th	13th	38th	13th	4th	21st
8th Grade Math	4th	12th	35th	19th	13th	43rd

Note: Rankings are among the states that reported data for Latino students.
Source: NCEES, NAEP Data Explorer

MICHIGAN NAEP PERFORMANCE

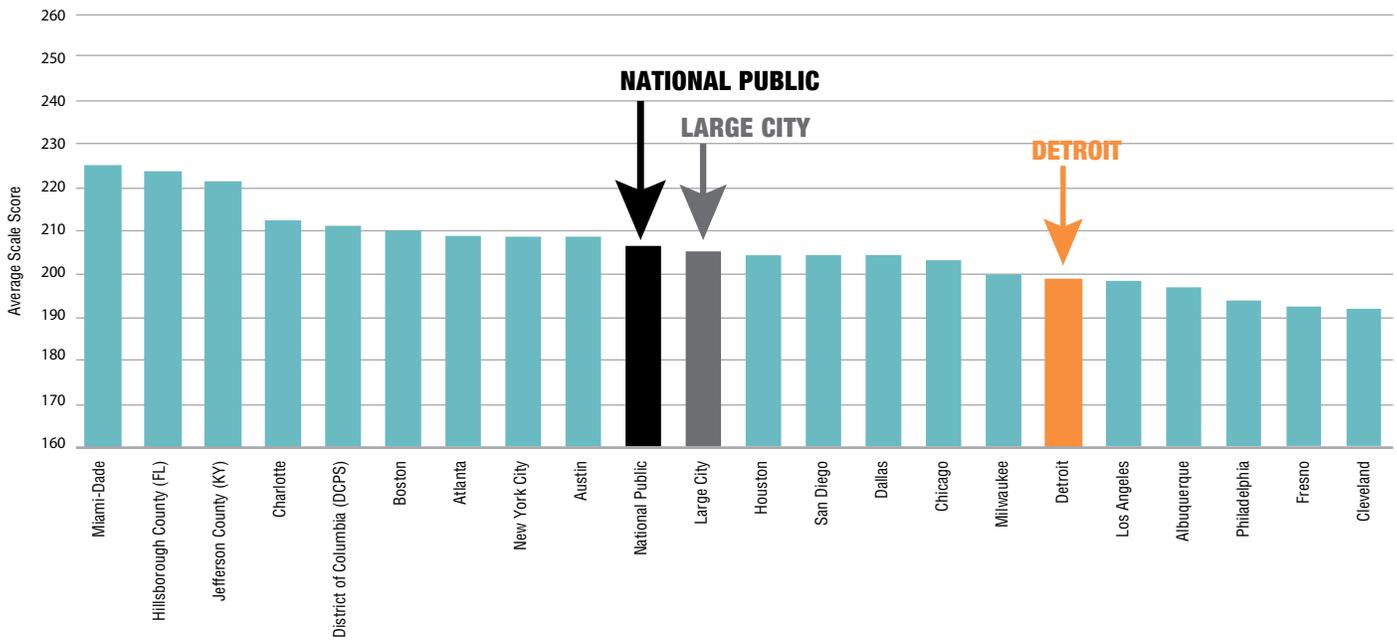
Relative Rank of White Students 2003-2013

	2003	2005	2007	2009	2011	2013
4th Grade Reading	13th	26th	33rd	38th	35th	45th
4th Grade Math	13th	20th	37th	41st	45th	46th
8th Grade Reading	12th	30th	37th	38th	37th	41st
8th Grade Math	25th	31st	38th	40th	44th	42nd

Note: Rankings are among all 50 states
Source: NCEES, NAEP Data Explorer

AVERAGE SCALE SCORES, BY DISTRICT LATINO STUDENTS

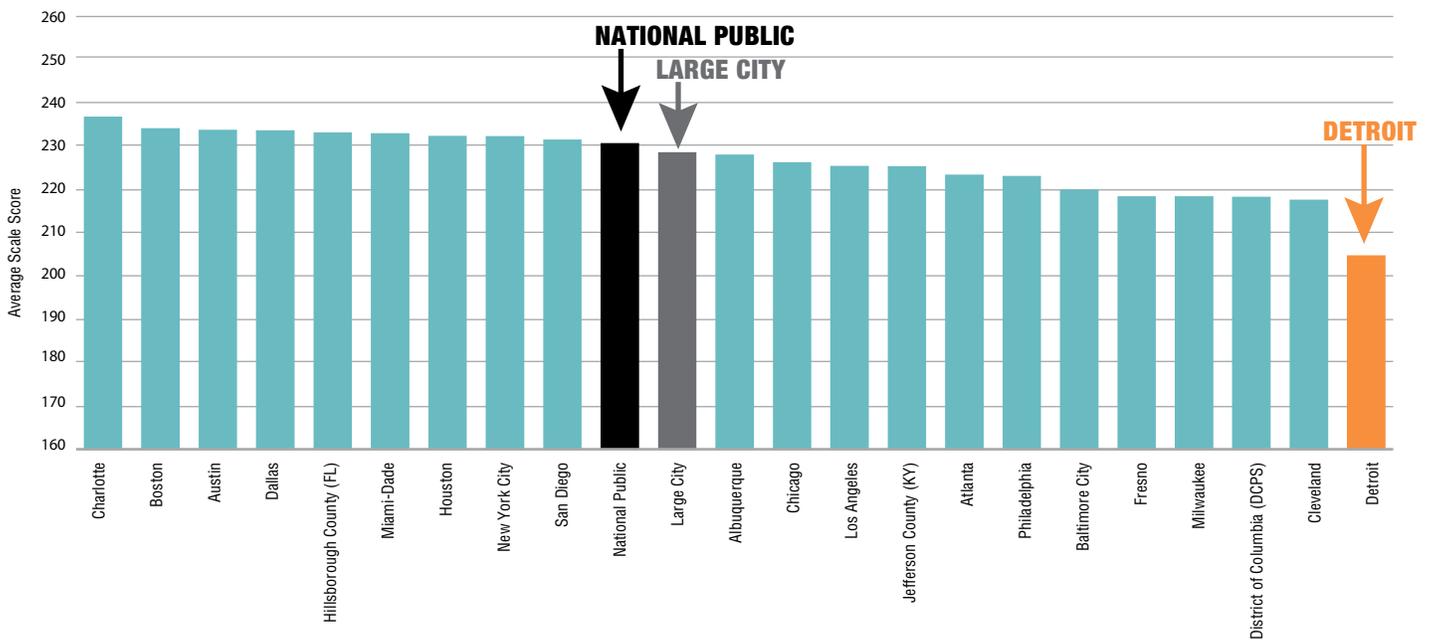
Grade 4 – NAEP Reading (2013)



Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES.

AVERAGE SCALE SCORES, BY DISTRICT LOW-INCOME STUDENTS

Grade 4 – NAEP Math (2013)



Note: Basic Scale Score = 214; Proficient Scale Score = 249
Source: NAEP Data Explorer, NCES.

ENDNOTES

- i Readiness Centers Initiative. <http://www.mass.gov/edu/government/special-initiatives/education-for-the-21st-century/commonwealth-readiness-project/readiness-goal-2-educators-and-leaders/readiness-centers/readiness-centers-initiative.html>
- ii Executive Order No. 489. <http://www.mass.gov/governor/legislationeeexecorder/executiveorder/executive-order-no-489.html>
- iii Thomas Downes, Jeffrey Zabel, and Dana Ansel, “Incomplete Grade: Massachusetts Education Reform at 15,” MassINC, 2009. http://www.bostonfed.org/economic/nescg/papers/downes_zabel_edreform_massinc.pdf
- iv Tennessee Department of Education, “Teacher Evaluation in Tennessee: A Report on Year 1 Implementation,” July 2012. https://www.tn.gov/education/doc/yr_1_tchr_eval_rpt.pdf
- v Ibid.
- vi SCORE, “Taking Note: Academic Standards in Tennessee,” 2013. <http://expectmoretn.org/wp-content/uploads/2013/11/Academic-Standards-Nov-2013-Taking-Note.pdf>
- vii We define “higher-income students” as those who do not qualify for free or reduced price.
- viii Note. Detroit excluded 33 percent of special education fourth-graders from the 2013 TUDA reading test, about the same percentage they excluded in the previous assessments in 2009 and 2011. That’s an extraordinarily high number, and it far exceeds the national assessment’s 15 percent exclusion guideline.
NAEP Dishonor Role: Urban Edition. <http://dropoutnation.net/2013/12/19/naep-dishonor-roll-urban-edition/>.
NAEP Inclusion of Special-Needs Students, <http://nces.ed.gov/nationsreportcard/about/inclusion.asp>.
TUDA District Profile, Detroit, 4th Grade Reading. http://nationsreportcard.gov/reading_math_tuda_2013/#/tudaprofiles.
NAEP Exclusion Rates by District. http://nationsreportcard.gov/reading_math_tuda_2013/files/Tech_Appendix_2013_Reading_TUDA.pdf
- ix “Charter School Performance in Michigan,” CREDO, 2013. http://credo.stanford.edu/pdfs/MI_report_2012_FINAL_1_11_2013_no_watermark.pdf
- x Clifford Adelman, “The Toolbox Revisited: Paths to Degree Completion from High School Through College,” U.S. Department of Education, 2006. <http://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf>
- xi Scholastic Survey, “Primary Sources: America’s Teachers on Teaching in an Era of Change,” 2014. <http://www.scholastic.com/primarysources/mi-2.htm>
- xii Susan M. Dynarski, Kenneth Frank, Brian A. Jacob, and Barbara Schneider, “Impacts of the Michigan Merit Curriculum on Student Outcomes: Preliminary Findings from the First Cohort,” Michigan Consortium for Educational Research, 2012. <http://michiganconsortium.org/downloads/brief-2-impacts-of-michigan-merit-curriculum-student-outcomes-preliminary-findings-from-first-cohort.pdf>
- xiii Ed Trust-Midwest conducted an analysis of charter school expansion using data from the Michigan Educational Entity Master. <http://www.cepi.state.mi.us/eem/PublicDatasets.aspx>.
- xiv The recommendations on what parents need to know have been adapted from the Education Trust’s “Parents Want to Know,” published in 2011. http://www.edtrust.org/sites/edtrust.org/files/publications/files/Parents_Want_to_Know.pdf.

ABOUT THE EDUCATION TRUST—MIDWEST

The Education Trust-Midwest works for the high academic achievement of all Michigan students at all levels, pre-kindergarten through college. Our goal is to close the gaps in opportunity and achievement for all Michigan children, particularly those from low-income families or who are African American, Latino or American Indian. As a non-partisan, data-driven education policy, research, and advocacy organization, we are focused first and foremost on doing what is right for Michigan children. Ed Trust-Midwest is the second state office affiliated with the national organization, The Education Trust, based in Washington, D.C.

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