A MARSHALL PLAN: REIMAGINING MICHIGAN PUBLIC EDUCATION

2020 State of Michigan Education Report

Michigan Achieves!

Detroit Merit Charter Academy – Detroit, MI (Photo: Amy Sacka)

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A Marshall Plan: Reimagining Michigan Public Education

By The Education Trust–Midwest

Over the last decade, our State of Michigan Public Education Report has marked annually Michigan's progress and performance based on important data-driven measures and outcomes. This year, for the 2020 report, The Education Trust–Midwest (ETM) reports on these important measures while also noting the unprecedented moment in which Michigan, the nation and world finds itself during the COVID-19 pandemic.

As part of The Education Trust's rapid response to the crisis, The Education Trust and The Education Trust–Midwest are working to find national and state-level solutions to support student success during this time and offer best practices based on demonstrated evidence from around the country and state. In this report, we share these solution-oriented recommendations and best practices to inform Michigan's leaders' important efforts to support schools and students' educational recovery process. Responding to and recovering from the crisis is not just about this moment—it's about the next several years of Michigan public education and a potential lifetime of educational access and success for Michigan students.

Indeed, across the state, Michigan leaders, parents and educators are doing their best to respond to the COVID-19 crisis that has taken hold of the global economy and every aspect of American life. Lives are at risk, as well as millions of jobs and livelihoods. Children's education also has been severely disrupted.

While we don't know when life will return to normal, we know that when it does, many Michigan students will be academically behind; it's just a question of how much. Even before the current crisis, more than half of Michigan third graders were not reading at grade level, and nearly two-thirds of seventh graders were below grade level in math on Michigan's state assessment.[1] On the national assessment, Michigan ranks 36th in improvement for fourth-grade reading among all students from 2003 to 2019.[2]

Just as summer leaves a learning loss for students, the current pandemic will leave a learning loss that will require an educational recovery that is just as important as immediate health concerns.[3] For millions of students, future academic outcomes are at stake, as well as life outcomes such as lifetime job earnings.

As Kevin Huffman, former education commissioner of Tennessee and partner at the City Fund, a national education nonprofit, recently wrote:[4]

Many staff and partners contributed to the research and development of this report, including: executive director Amber Arellano, senior data and policy analysts Mary Grech and Jacqueline Gardner, data and policy analyst Lauren Hubbard, and director of external relations Brian Gutman. We are also grateful for the input and collaboration of our colleagues across the country including The Education Trust President and CEO John B. King, Jr. and Vice President for P-12, Policy and Practice at The Education Trust, Ary Amerikaner.

> There is no research to measure what the effect of this massive break will be. In our lifetimes, Americans have never canceled so much school for so many children. But we know one thing for sure: The impact will not simply disappear. It will linger into next school year and beyond. - *Kevin Huffman*

"There is no research to measure what the effect of this massive break will be. In our lifetimes, Americans have never canceled so much school for so many children. But we know one thing for sure: The impact will not simply disappear. It will linger into next school year and beyond."

Research shows that the quality of teaching and learning experienced by a student over the course of just one school year can have impacts lasting into adulthood, too.[5]

While dramatic gaps in opportunity and achievement have become a tragic norm in Michigan over the last three decades, the COVID-19 pandemic has magnified the profound differences between what affluent districts could rapidly offer to their students compared to chronically under-resourced, low-capacity districts. Poorer districts often lack the internal infrastructure and staff capacity to respond to their students' needs even in the best of times, much less during, and following, a global pandemic.

To be sure, with Michigan policymakers now discussing dire state budget projections, there will be tremendous challenges for vulnerable students in both the immediate and near future. Now is the time to make students—especially those who historically have been left behind by the state—an utmost priority. The state's economic future rests on building a world-class talent force, and that takes investment and prudent strategies proven to boost teaching and learning for all children. This is the time for innovation yet also for paying heed to what research and demonstrated evidence show is most effective at closing opportunity and learning gaps. So what can state policymakers, the Michigan Department of Education (MDE), district and school leaders, educators and parents do?

Since the early stages of the crisis, Governor Gretchen Whitmer has shown bold leadership around food access and security for the more than 750,000 Michigan students who depend on school to provide free or reduce-priced lunch and breakfast. As schools were closed, grab-and-go meal pickup locations and meal delivery programs were established across much of the State.[6] Early in the COVID-19 pandemic, the State of Michigan expanded benefits and eligibility for food assistance through Disaster SNAP (Supplemental Nutrition Assistance Program). In April, Michigan became the first state in the nation to increase food security through the federal Pandemic EBT (Electronic Benefit Transfer), which provided the value of school meals to eligible students on an existing or new food assistance card, without a need for families to apply.[7] Other leaders around the state have stepped up to prioritize the needs of vulnerable students as well. For example, in Detroit, Connected Futures raised millions of dollars dedicated to closing the digital divide for the city's school children.[8]

This kind of bold leadership must continue. We need to prepare for a redesign of public education for the next school year and summer, and perhaps two school years thereafter. And we must invest and plan now. To mitigate negative effects, it's critical that schools do everything in their power to ensure that closures do not exacerbate educational inequities and the loss of access to learning for thousands of children, including for English learners, students with disabilities and students experiencing homelessness as outlined in ETM's Educational Equity and Coronavirus **fact sheets** released earlier this year.[9]

Some of the country's leading national leaders are lifting up the importance of states and local districts focusing in on strategies proven to accelerate education recovery. For example, John B. King, Jr., former U.S. Secretary of Education and now CEO and President of The Education Trust, and Randi Weingarten, President of the American Federation of Teachers, recently called for investments in voluntary, multi-week summer school beginning this summer, as well as other forms of extended learning time and intensive tutoring.[10] They also called for greater federal investment, as we lay out later in this report, and empowering teachers to lead through the crisis by engaging students and supporting students' socioemotional needs.[11] Please see pages 7-9, 12-13 and 17 for more details.

While this report includes recommendations for supporting the continuation and recovery of student learning—including through fair investment; honest information, transparency and public reporting; extended learning time; quality virtual instruction and access; inclusivity and socioemotional supports; and transitions to postsecondary opportunities—our organization also reports on Michigan's progress toward key goals for becoming a top ten state in education. Since the launch of the **Michigan Achieves!** campaign five years ago, **The Education Trust-Midwest (ETM)** has tracked Michigan's performance and progress towards the goal of becoming a top ten state for education opportunity and achievement, focusing on key data-driven indicators. It's important for Michiganders to understand how the state's students are performing compared to other states and the nation overall, especially in a globally connected and competitive world. The updated Michigan Achieves! Indicators can be found beginning on page 25.

This is a time for bold leadership, vision and investment around what we know works for dramatically improving student learning, especially for students who are behind, as many students will be in the coming fall.

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Detroit Merit Charter Academy – Detroit, MI (Photo: Amy Sacka)

Earlier this year, as the COVID-19 crisis unfolded, we called for **A Marshall Plan for Michigan public education**.[12] We do that again here.

Our recommendations are grounded in our organization's core values and mission of providing every Michigan student with an excellent and equitable education, as well as in research and best practices in other states.

In an unprecedented crisis, Michigan students will need an unprecedented level of investment to recover lost learning and close long-standing achievement gaps. This investment needs to be made around equity and what research has told us is necessary for all students to succeed. As we highlighted in our January 2020 report, ***Michigan's School Funding: Crisis and Opportunity***, it's clear Michigan needs to invest much more in all of its students statewide, while investing significantly more in low-income students, English learner students and students with disabilities—many of whom were underserved even before the COVID-19 crisis and now are most at risk for learning loss and most in need of increased support.[13]

We also know it's not just enough to put dollars in—it matters how and how well those dollars are spent. For that reason, this report recommends specific ways for investing dollars to recover and reimagine Michigan's public education and calls for public reporting, transparency and accountability for implementing these strategies.

In the following sections, we lay out recommendations for state and district leaders to support the long-term recovery of student learning—including through fair investment; honest information, transparency and public reporting; extended learning time; quality virtual instruction and access; inclusivity and socioemotional supports; and transitions to postsecondary opportunities. Following these recommendations, we present the 2020 Michigan Achieves! Indicators, which begin on page 25 and provide updated information on Michigan's progress and performance based on important data-driven measures and outcomes.

Recommendations

FAIR INVESTMENT

In our recent report, ***Michigan's School Funding: Crisis and Opportunity***, we made clear that Michigan needs to invest much more in all of its students statewide, while investing significantly more in low-income students, English learners and students with disabilities.[14] Historically, the State of Michigan has drastically underfunded much-needed support for the additional learning needs of students with disabilities, low-income students and English learners. Now, after months of distance learning and anticipated learning loss, the need to invest in Michigan's vulnerable students is even greater.

While money certainly is not the only factor that matters for improving student outcomes, state and local funding allocations can have major impacts on the learning conditions in each district, including the availability of student support and extracurricular activities, the amount of instructional time, the quality of instructional materials, the level of professional support and compensation teachers receive, and much more. And that's under normal circumstances. In the current moment, equitable funding and investments could mean a student having access to a laptop and online learning, a high-quality summer school experience over this summer and next, and a highly-effective educator when in-person learning resumes—or not.

Research shows that money matters especially for students from low-income backgrounds. Increases in spending have been shown to improve educational attainment, lead to higher wages and reduce poverty in adulthood, particularly for students from low-income backgrounds.[15] Michigan's economic future rests on the investments it makes now in students.

There are many areas of investment for state and local leaders to consider for the state's education recovery. They include:

ADDRESSING BUDGET CUTS:

Although the full budgetary impact of the COVID-19 pandemic will not be fully known for some time, projections already suggest a massive deficit for Michigan's School Aid Fund in the current and upcoming fiscal year.

As the prospect of drastic budget cuts loom over the next few years, it will be especially important that the funds intended to support the learning needs of vulnerable student groups are protected from cuts, and wherever possible, increased. In an economic downturn, the number of students living in poverty is likely to increase and the needs of underserved student groups will grow, as other social services are likely to be reduced.

As Michigan is already among the least equitably funded states in the nation,[16] how cuts are implemented will be critical to not exacerbating existing inequities and gaps. Michigan leaders should make budget cuts based on a formula that is sensitive to poverty, with the goal of not only not cutting funding for Michigan's highest poverty districts, but actually investing more in them. Compared to what research shows is needed to support low-income and English learner students, Michigan's current system dramatically underfunds vulnerable students.[17]

In the immediate, while the state recovers economically from the impacts of COVID-19, we recommend that policymakers prioritize dollars for education, which is critical for building Michigan's future talent force, and especially prioritize shielding the state's most vulnerable students from the most drastic cuts.

At the same time, we recommend leaders simultaneously look forward towards long-term solutions that will bring a more equitable approach to Michigan's school funding

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

system, such as a formula that weights students' and communities' needs, as the nation's leading education state, Massachusetts, has done.[18]

Without doing so, the impact of immediate state and federal investments, such as the Education Stabilization Fund in the Coronavirus Aid, Relief, and Economic Security (CARES) Act, will fade away in a few years—and rural, working-class and urban school districts will yet again find themselves chronically under-resourced—and students will pay those costs with their futures and earnings. For more information on federal investments in response to the pandemic, please view our recent **blog**.

LEVERAGING FEDERAL EMERGENCY STIMULUS DOLLARS:

Federal leaders recognize the financial challenges school districts, and many higher education institutions, are facing – both in terms of budget shortfalls and the need for more dollars to support learning recovery, especially for vulnerable student groups.

In March 2020, the U.S. Congress passed the third federal COVID-19 relief package—the Coronavirus Aid, Relief, and Economic Security (CARES) Act—which provided $30.75 billion nationwide for education through three main streams—the Elementary and Secondary School Emergency Relief Fund (ESSER), the Higher Education Emergency Relief Fund (HEERF), and the Governor's Emergency Education Relief Fund (GEERF).[19] For more information on each of these funding streams, please view our recent **blog**.

While the CARES Act provides a helpful start towards supporting students and district financial stability, much more is needed. In a **letter** to Michigan's Congressional delegation in May, Executive Director of The Education Trust-Midwest, Amber Arellano, called for an additional federal stimulus package that would provide fiscal relief to states and additional support for education, address massive food insecurity among children and families, and invest in technology equity as a component of emergency preparedness. Additionally, The Education Trust sent a **letter**, alongside other leading education organizations ("The Big Table"), to Congressional leaders calling for an additional stimulus package and John B. King, Jr., former U.S. Secretary of Education and now President and CEO of The Education Trust, jointly called for a "great deal of federal assistance to resource public education at the level it needs" with Randi Weingarten, President of the American Federation of Teachers.[20]

Michigan leaders should invest the state's CARES Act funds, and any additional federal funding received during the crisis, equitably and primarily in systemic improvements that address the immediate crisis and longstanding challenges—the kinds of investments which will yield long-term improvements.

Specifically, as a diverse statewide group of stakeholders and advocates called for in a **letter** to the Michigan Department of Education (MDE) in early May, the MDE should promote equity by distributing the CARES Act funding—which will total around $390 million in Michigan[21]—to school districts utilizing the same Title I formula that is being used to calculate and distribute federal dollars to states and ISDs. We commend the MDE for planning to do this as it will help further educational equity by directing resources to the school districts directly responsible for educating low-income students.[22]

Additionally, Governor Whitmer should target the almost $90 million of GEERF dollars she will have discretion over towards students and districts hit the hardest by the COVID-19 crisis, including through strategies to positively impact the digital divide and expand learning opportunities for the most impacted communities, such as through high-quality summer school.[23] As called for by a diverse statewide group of stakeholders and advocates, the governor should also insist on transparency and accountability, as the struggles of this moment can inform and improve strategies moving forward.

In order to inform future efforts and investments, districts should be required to develop and make public plans for use of these funds, identify measures of success and eventually report on those measures. Please see more information in the section below.

ENSURING FISCAL TRANSPARENCY AND REPORTING: Whether emergency funding comes from federal or state sources, state leaders should ensure measurement, oversight and accountability for spending. During the current crisis, everyone is working with very limited information and without the benefit of prior experience. As every stakeholder strives to make the best decisions possible, Michigan should do everything possible to be better positioned the next time there is a disruption to learning.

In March, The Education Trust-Midwest joined eleven partner organizations representing the education and civil rights communities in sending a joint **letter** to the U.S. Secretary of Education, Betsy DeVos, asking the U.S. Department of Education to establish systems of accountability and transparency to ensure that CARES Act funds are used as intended. Included in these recommendations were a few, essential questions to ask state education agencies as they apply for emergency funding, including a description of their use of funds, particularly for meeting the needs of vulnerable students; assurance that they will require all local education agencies (LEAs) receiving funds to make publicly available how they, and the entities within their jurisdiction, are spending the funding; and information on how they will ensure all students have equitable access to learning opportunities during and after school closures.

States should follow suit and provide transparency around district decision-making to ensure funds are spent as intended. In addition to publishing every district's application for CARES Act funding and any future federal stimulus dollars on the MDE website, school districts should be required to develop and publish clear plans on how they will spend any federal and state emergency funds. The plans should include specific measurable outcomes and details about how they will meet grade-level expectations to help districts and the state inform future efforts.

Additionally, while it is understandable that some public reporting and transparency systems will not be fully implemented this year given the lack of student assessment data, as discussed in the following section beginning on page 10, the Michigan Department of Education should continue to hold districts accountable for all public reporting for which data is available. This includes federally-required school-level expenditure data, which is set to be reported on for the first time by the end of June 2020,[24] using data from the prior school year. If implemented well, this data can allow for equity-oriented comparisons and help stakeholders—families, advocates, and district and school leaders—make more informed decisions on behalf of Michigan's students. For more information, see page 43 of ETM's report, ***Michigan's School Funding: Crisis and Opportunity.***[25]

HONEST INFORMATION, TRANSPARENCY AND PUBLIC REPORTING

Providing education stakeholders, including students, families, educators and policymakers, with honest information, transparency and public reporting should always be a top priority in Michigan. These systems are foundational to strong and effective improvement efforts, especially because of the information they can provide about troubling gaps in resources and effectiveness that often disproportionately impact vulnerable students and could remain hidden without clear and consistent information.

Amid the COVID-19 crisis, these systems are just as—if not more—important for ensuring all students, especially vulnerable students, are supported to succeed. For example, students and families deserve transparency around their school and district's plans for continuing and recovering learning in coming months and years, educators need meaningful information about each student's learning quickly after school resumes in the fall in order to provide tailored supports, policymakers need to know the impact of emergency investments and where there is the most need for additional investment and support, and the general public deserves to know how—and how well—the public dollars for education are being spent. Additionally, strong data, transparency and public reporting systems are important to quickly building knowledge about how to best address further disruptions to learning in the future, whether due to the current pandemic or other unforeseen events.

Understandably, some public reporting and transparency systems will not be fully implemented this year given the one-time cancellation of the administration of the annual statewide assessment, also called the M-STEP (the Michigan Student Test of Educational Progress), which is a critical component of many of the state's accountability systems. Michigan, like all other states, received a one-year waiver from the federal department of education that removed the requirement to administer this assessment.[26]

The impacts of this decision and lack of data will be vast, ranging from the individual student level up to the state level. On the individual student level, students, families and teachers may not receive accurate information about how students progressed during the 2019-20 school year and whether students met college- and career-ready expectations. At the systems level, the MDE and school districts will not be able to use this data for accountability purposes and will not be able to fully update public reporting systems.

Therefore, it is critical for state leaders to develop a plan that ultimately provides teachers and families with accurate information about academic performance using consistent and equitable ways to measure student learning. We recommend that funding is made available to districts to provide access to a common, unified interim assessment system, as described in the section below.

Additionally, state and district leaders must plan now for how to provide appropriate accountability for education actors and ensure all students are supported to reach grade-level expectations according to the state's college- and career-ready standards if distance learning must continue in the coming school year.

ENSURING HONEST INFORMATION ABOUT STUDENT LEARNING:

Once schools are reopened, students need to be evaluated to determine their level of learning and provided with the appropriate instructional supports, remediation and resources to meet their unique learning needs. This is not only true for students who are behind but also for students who need and are ready for acceleration.

A common, unified interim assessment system should be deployed across the state to better understand student learning levels in the fall. The interim assessment system should provide meaningful information to students, families and educators about how students are performing according to grade-level expectations

on college- and career-ready standards. Additionally, Michigan's summative assessments should be resumed next school year, too. It is critical for parents to know how their children are performing compared to their peers across the state and when possible, across the country. Comparative data is essential for policymakers to target future interventions and investment.

ENSURING CONSISTENT AND TIMELY PUBLIC REPORTING:

During these unprecedented times, it is critical that clear information about the response to and impact of COVID-19 for Michigan students is made clear in a timely, accessible manner for all stakeholders—including students, families, educators and policymakers.

Public reporting should be built in to all response strategies to ensure transparency about shifts to education services and delivery systems, the impacts on student learning, the use of public investments and availability of additional resources. For more details, please see the recommendations listed earlier in this section about assessing and understanding student learning needs, page 9 for recommendations to ensure fiscal transparency and reporting, and our calls for public reporting throughout the remaining sections of the report including around extended learning time, quality virtual instruction and access, inclusivity and socioemotional supports, and transitions to postsecondary opportunities.

Additionally, we commend the MDE's decision to require each district's Continuity of Learning Plan for the 2019-20 school year to be publicly available and recommend that the department require districts to develop plans, according to a common template that requests specific information about research-based supports and outcomes for vulnerable student groups, to address the impact of COVID-19 on student learning in the coming school year as well. The 2020-21 plans should be posted both on the district website's homepage and on a centralized page on the MDE website that includes the plans from every district statewide in order to improve transparency and accessibility.

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

EXTENDED LEARNING TIME

State and district leaders must plan and act now to invest in bolstering and accelerating teaching and learning, including with dramatically expanding effective instructional time to all students. This should include optional summer school offered by all districts for all students for at least two to three summers, as it will likely take multiple summers to both catch up and accelerate learning.

Extended-day learning options during the school day or year that are aligned with Michigan's college- and career-ready standards will also be essential to providing students with both the academics and wraparound social services they need in the fall and coming years. These options should be integrated into the school day as well as through traditional after-school programs. Planning for such efforts also needs to begin now.

EXPANDING SUMMER SCHOOL ACCESS:

Research shows high-quality summer school provides clear benefits for continuing learning and reducing the impact of learning loss during extended breaks, such as "summer slide"—the learning loss that happens in the summer months when children have a long break from school and lack enrichment experiences, particularly for students from low-income backgrounds.[27] High-quality, voluntary and multi-week summer school is known to lead to notable academic gains in reading and math that can lessen the effects of learning loss for participating students.[28]

While all Michigan educators made heroic efforts to meet the expectation of continuing learning through the end of the 2019-20 school year, distance learning initiatives varied widely in quality across the state and many Michigan students may experience learning loss due to the disruption and end of in-person learning in March of this year.[29]

To address these gaps, districts and schools should be planning and acting now to create ways to provide students with summer learning experiences, either in-person or through distance learning in accordance with public health guidance. These efforts could take the form of summer school programing or beginning school earlier to provide students, and especially vulnerable students, with opportunities for enrichment and additional learning—not only to catch up on any lost learning from the 2019-20 school year, but also to get more prepared for the academic year to come, whatever form it may take.[30] As noted by John B. King, Jr., former U.S. Secretary of Education and now CEO and President of The Education Trust, and Randi Weingarten, President of the American Federation of Teachers, in a recent op-ed, "The summer school connection also would provide a bridge for educators to help students process what is undoubtedly a confusing and scary period in their lives... Summer school would offer additional opportunities for teachers to ensure students' basic needs are being met—including access to meals—to identify educational challenges they are experiencing and to come up with appropriate interventions."[31]

Expanded learning in the summer can also provide important opportunities for educators, as well. Building meaningful professional development and teacher leadership opportunities into summer learning can have a lasting, positive impact for educators and their students throughout the school year.

Asking more of educators who step up to take on additional teaching responsibilities, such as summer school or extended learning time during the school day or year as recommended in the following section, should also come with additional investment. Teachers who take on more leadership and other responsibilities should be paid accordingly. Indeed, in leading education states such as Tennessee, summer reading camps that embed standards-aligned professional development led by the state's most effective educators have been a cornerstone for improvement.[32]

EXTENDING LEARNING TIME DURING THE SCHOOL DAY OR YEAR:

Research shows increases in instructional time leads to increases in student learning.[33] When school is back in session in brick-and-mortar schools, school and district leaders should strongly consider—and publicly report on—plans to add hours on to the school day or year, especially for the most at-risk students. This strategy can boost student achievement—particularly for students who are most at risk of failing—because it provides opportunities for students to accelerate their learning in subjects in which they are struggling.

Indeed, district and school leaders should be thinking about how to provide students who are most impacted by the COVID-19 crisis with additional learning time through a variety of methods such as:

- Meaningfully extending the school day or year
- Scheduling twice as much time for a subject that students are struggling in—known as "double-blocking"
- Offering high-quality afterschool programming and enrichment activities
- Using more targeted interventions, including intervention blocks, within-class groups or one-on-one tutoring. High-intensity tutoring is also proven to help students catch up, according to several studies[34]

District and school leaders should post plans to expand learning time publicly and report on how they will provide direct outreach to families about these additional supports to ensure all families are aware and able to participate.

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

QUALITY VIRTUAL INSTRUCTION AND ACCESS

Depending on public health guidance, distance learning may be needed for the summer and parts of the next school year. This does not bode well for Michigan students—many students, especially vulnerable students, do not have access to the necessary technology to access online learning and even for those who do, research makes it clear that full-time virtual learning is not a substitute for traditional classroom instruction.[35]

A report by a collaboration of several national charter organizations—including the National Alliance for Public Charter Schools—demonstrated that even schools that are designed to use a distance learning model, virtual charters, have lackluster results for students, especially compared to traditional public schools.[36] The authors concluded that, "it is increasingly clear that full-time virtual charter schools are not a good fit for many children," noting challenges around student engagement and the importance of parental supports.[37] Similarly, Kevin Huffman, former education commissioner of Tennessee and partner at the City Fund, a national education nonprofit, recently wrote that, "[y]ears of research shows that online schooling is ineffective—and that students suffer significant learning losses when they have a long break from school. Now they're getting both, in a hastily arranged mess."[38]

In Michigan, over 170,000 children under 18 do not have access to both a device and an internet subscription.[39] Please see ETM's interactive data map, **Michigan's Digital Divide**, for a map of digital access by school district.[40]

In addition to barriers around device and internet access, vulnerable students may face additional barriers to having the time and support they need to effectively participate in virtual learning. These may include limited experience using online learning tools or platforms, lack of support and supervision from parents or caretakers, and having to spend time on other responsibilities, such as caring for siblings, which takes time and focus away from online learning activities. Students with additional needs may also not receive the resources and supports they require. For example, students with disabilities may require additional support services to engage in online learning and address other needs, and English learners may need access to online learning resources that are available in their home language.

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Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

Michigan leaders can act swiftly to address these barriers to ensure all Michigan students have access to high-quality, consistent virtual instruction aligned with college- and career-ready standards. Virtual instruction is an important emergency method for continuing learning during the COVID-19 crisis and may be a necessity again in the fall. From the governor investing federal stimulus dollars to policymakers shielding the state's most vulnerable students from drastic budget cuts to philanthropy who can lead innovative local efforts to increase digital access—this is an important leadership moment for our state and country.

However, given the lackluster results with virtual schooling, it is critical that Michigan leaders also invest in other strategies for continuing and recovering learning that are backed by research and proven to help students, especially vulnerable students, catch up academically and close gaps in learning. Please see pages 12-13 for information on extended learning time, including several research-based strategies for boosting student learning recovery.

CLOSING THE DIGITAL DIVIDE:

State leaders certainly can—and should—play a leading role in ensuring equitable access to technology, including high-quality, consistent virtual instruction aligned with college- and career-ready standards during and following the COVID-19 crisis. It is unknown when health officials will indicate it is safe for students and educators to resume in-person instruction, so districts must remain flexible and be able to provide students with the resources necessary to be successful in the long-term. This begins by investing in supports needed to lessen the digital divide—including providing internet subsidies, Wi-Fi hot spots, devices to students and educators, and ongoing support to use those devices.

Federal stimulus dollars could be leveraged towards closing the digital divide—specifically, in addition to ensuring existing and any future federal stimulus dollars are distributed equitably to school districts, the MDE should provide guidance and technical support to districts working on this issue. For more information about the federal stimulus dollars available to Governor Whitmer and the MDE, please see ETM's recently published **blog**.

The MDE should also allow districts to repurpose existing funds, as other states have done. For example, Georgia made federal school improvement funds available to ATS, TSI and CSI Promise schools through a competitive grant that supports schools and districts with newly identified digital learning needs.[41] Similarly, Florida permitted state funds to be redirected to support access to digital devices and internet services for low-income students.[42]

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

REQUIRING DISTRICT PLANS:

Districts should publish specific plans about how they will use investments to ensure all students have access to high-quality instruction and address key equity challenges posed by distance learning during the pandemic, such as those in the **guide** recently published by The Education Trust and Digital Promise.[43] For example, districts should publish how they will support the unique instructional needs of students with disabilities and English learners.[44]

SUPPORTING EDUCATORS:

Planning, investment and guidance is needed to provide teachers and school leaders with professional learning and support around high-quality virtual instruction, especially in schools serving high numbers of vulnerable students.[45] Districts should also ensure educators have access to and are well-prepared to utilize high-quality digital instructional materials and learning platforms that can be used to support all students, including historically underserved groups and students with unique needs such as students with disabilities, students from low-income families, English learners and students experiencing homelessness.[46] To identify areas where educators most need professional development and support, districts could map teachers' readiness to teach online through surveys of teachers about their needs.[47] Instructional coaching could be provided online and focus specifically on digital pedagogy to support educators as they navigate a new way of teaching.[48]

SUPPORTING FAMILIES AND CAREGIVERS:

Districts should ensure students and their families have clear information about how to log on to virtual learning platforms and what is expected of students each day or week. Districts should also provide parents and caregivers with additional support and troubleshooting if necessary, to build the technological skills and digital literacy required to access virtual instruction. For example, Grand Rapids Public Schools has begun efforts to provide this kind of support by posting detailed login guides for learning platforms, communicating about online learning resources and weekly learning expectations in multiple languages on the district website, and providing a call-in number for families with any questions or in need of support to obtain internet access.[49]

INCLUSIVITY AND SOCIOEMOTIONAL SUPPORTS

Every day, students also rely on schools for providing a wide range of wraparound services related to the health and well-being of students. Ensuring continued access to socioemotional services, college- and career-counseling, and other wraparound services during distance learning will be critically important for students and their families.

Governor Gretchen Whitmer, State Superintendent Michael Rice and legislative leaders can model and support students, educators and district leaders by encouraging them to set a tone of inclusivity, compassion and support for one another. That includes addressing head-on the growing racism and damaging xenophobic bullying reports that have been growing across the country.

Districts should develop and publish plans for how they will leverage existing funds and federal emergency dollars to ensure educators are prepared to address students' additional socioemotional needs and create a supportive school climate for students who are facing these challenges. The MDE can support educators by providing tools and encouraging districts to utilize classroom resources that support inclusivity, such as those developed by respected organizations such as Teaching Tolerance.[50] As students return to school in the fall, amid great uncertainty and increased fear, ensuring educators feel supported to thoughtfully and holistically address inclusivity will be particularly important.

University Preparatory Science & Math High School – Detroit, MI (Photo: Marissa Gawel)

TRANSITIONS TO POSTSECONDARY OPPORTUNITIES

For high school students who are preparing to enter postsecondary education, disruptions to learning due to COVID-19 can be particularly harmful—and expensive.

State leaders must act now to ensure all Michigan students, especially low-income students, are both academically prepared for postsecondary education and able to afford it, despite the crisis. Supporting students' transitions to postsecondary learning is essential to ensuring they are well-positioned to succeed in the 21st century global economy. Almost two-thirds of current jobs require some form of postsecondary training,[51] and the long-term benefits of this investment are clear.[52]

ENSURING AWARENESS AND ACCESS TO TRANSITION SUPPORTS:

In a typical year, 10-40 percent of college-intending students, and particularly those who are first generation or low-income, face "summer melt," meaning that despite being accepted to college by the spring of their senior year, they ultimately do not enroll in a postsecondary program come fall.[53] It is likely that the summer melt will be exacerbated this year due to the COVID-19 pandemic.

Schools and districts play a vital role in ensuring that students are supported with the appropriate resources to begin their intended postsecondary program. This includes communicating with parents, families and staff to discuss and assist with students' college plans, financial aid forms, scholarships and academic requirements.[54] Districts should publish how school counselors and other administrators will continue to assist students with finalizing their college plans, securing financial aid and entering the workforce during this unprecedented time. Additionally, K-12, higher education and college access organizations should partner to remind students of key deadlines for enrollment throughout the spring and summer before college.[55]

To ensure information and supports are accessible to all students, school districts should offer virtual "office hours" to support seniors with postsecondary transition planning, which should include both online and telephone options.

SUPPORTING COLLEGE- AND CAREER-READINESS:

When students graduate without necessary fundamental skills, they may have to enroll in remedial courses which can mean additional costs for students, more time to complete their degrees and a higher likelihood of dropping out before they complete their degree.[56] Already, before the COVID-19 crisis, about 24 percent of all Michigan high school students were required to take at least one remedial course upon enrolling in one of Michigan's two- and four-year college or university programs.[57] That's almost a quarter of students who must pay for additional instruction in college before moving on to credit-bearing courses. The percentage is even more startling for historically underserved subgroups – 43.9 percent of Michigan's African American students who enrolled in a postsecondary program in Michigan were required to enroll in at least one college remedial course.[58] For more information on college readiness in Michigan, please see page 31 in section three, Michigan Achieves! Indicators.

To address this long-standing issue and prevent even more students from requiring remediation due to COVID-19, high school students will need a particular focus on college readiness, perhaps delivered through extended day learning and college remedial coursework that's ideally paid for by federal stimulus dollars.

State leaders can also help support graduating high school students to reduce the educational impact of COVID-19. For example, fully funding the cost of remedial education taken at a Michigan community college will ensure that the significant cost of missing important coursework this year does not fall on the shoulders of graduating students. Additionally, the State of Michigan should ensure that high school students have additional opportunities to take the SAT and access to needed supports, without cost to the student or family. A commendable first step by the Michigan Department of Education is that high school seniors, who were not able

> State leaders can also help support graduating high school students to reduce the educational impact of COVID-19. For example, fully funding the cost of remedial education taken at a Michigan community college...

to take the school-administered SAT as eleventh graders in spring 2020, will have the opportunity to do so when they return to school in fall 2020.[59]

PROTECTING ACCESS TO FINANCIAL AID:
Many Michigan students already struggle to afford postsecondary learning. On average, a low-income Michigan student paying in-state tuition at a four-year public institution, who lives on campus and works over the summer, faces a $1,659 affordability gap.[60] This means that despite financial aid and summer wages, a low-income student still falls $1,659 short, on average, of being able to afford Michigan's four-year public institutions. For more information on college affordability in Michigan, please see pages 42-43 in section three, Michigan Achieves! Indicators.

Amid the COVID-19 crisis, students and families may face even further challenges when it comes to paying for college or other forms of postsecondary degrees. State leaders can—and should—take several immediate actions to preserve student access to financial aid, as called for by 18 organizations, including The Education Trust-Midwest, in the **letter** to leaders of Michigan's higher education legislative committees.[61] These actions include increasing efforts to inform students about financial aid options. Additionally, legislative leaders should provide funding for the Michigan Reconnect Grant Program, which is a program where Michiganders 25 and older that have not previously earned a postsecondary credential can obtain an associate degree or occupational certificate tuition-free and was passed on a bipartisan basis earlier this year,[62] and the Governor's Futures for Frontliners program announced this spring.[63]

ETM recommends that actions taken include increased efforts to inform students about completing the Free Application for Federal Student Aid (FAFSA), the common application that students must fill out to access federal and state aid and, in many cases, institutional aid. The Education Trust-Midwest's ultimate goal is removing barriers to accessing financial aid by ensuring every high school graduate either submits a FAFSA or knowingly opts out of completing the form—a goal that is especially important now as students and families prepare for an economic downturn.

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2020 Michigan Achieves! Indicators

4th Grade Reading

CURRENT PERFORMANCE

32nd

2030 PROJECTION

39th

WHAT IT IS

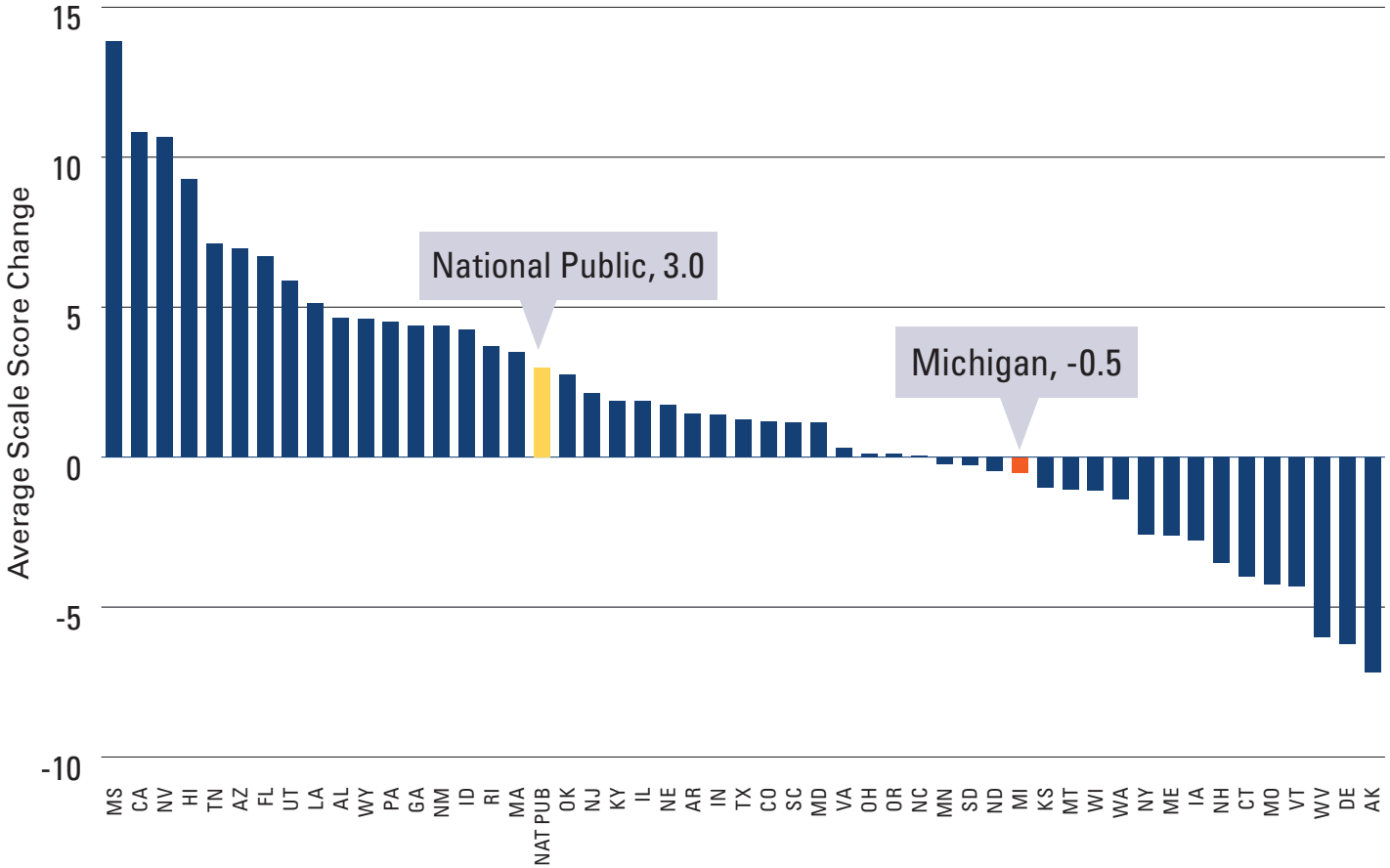
A telling indicator of whether Michigan's students are being prepared for success is how well our young students read. The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment that provides for long-term comparisons of what America's students know and can do in various subject areas. The assessment is given every two years and provides necessary information about student performance and growth for several indicators, including fourth-grade reading.

WHY IT MATTERS

Reading proficiency is tied to all kinds of academic and life outcomes, and improving early reading is much more cost-effective than intervening with older students, when they are many years behind in school or dropping out. Michigan must drastically improve its early literacy achievement for all students and close the achievement gaps that keep far too many of its low-income children and students of color from fulfilling their potential.

Michigan One of Eighteen States Declining in Early Literacy

Average Scale Score Change, NAEP Grade 4 – Reading – All Students (2003-19)

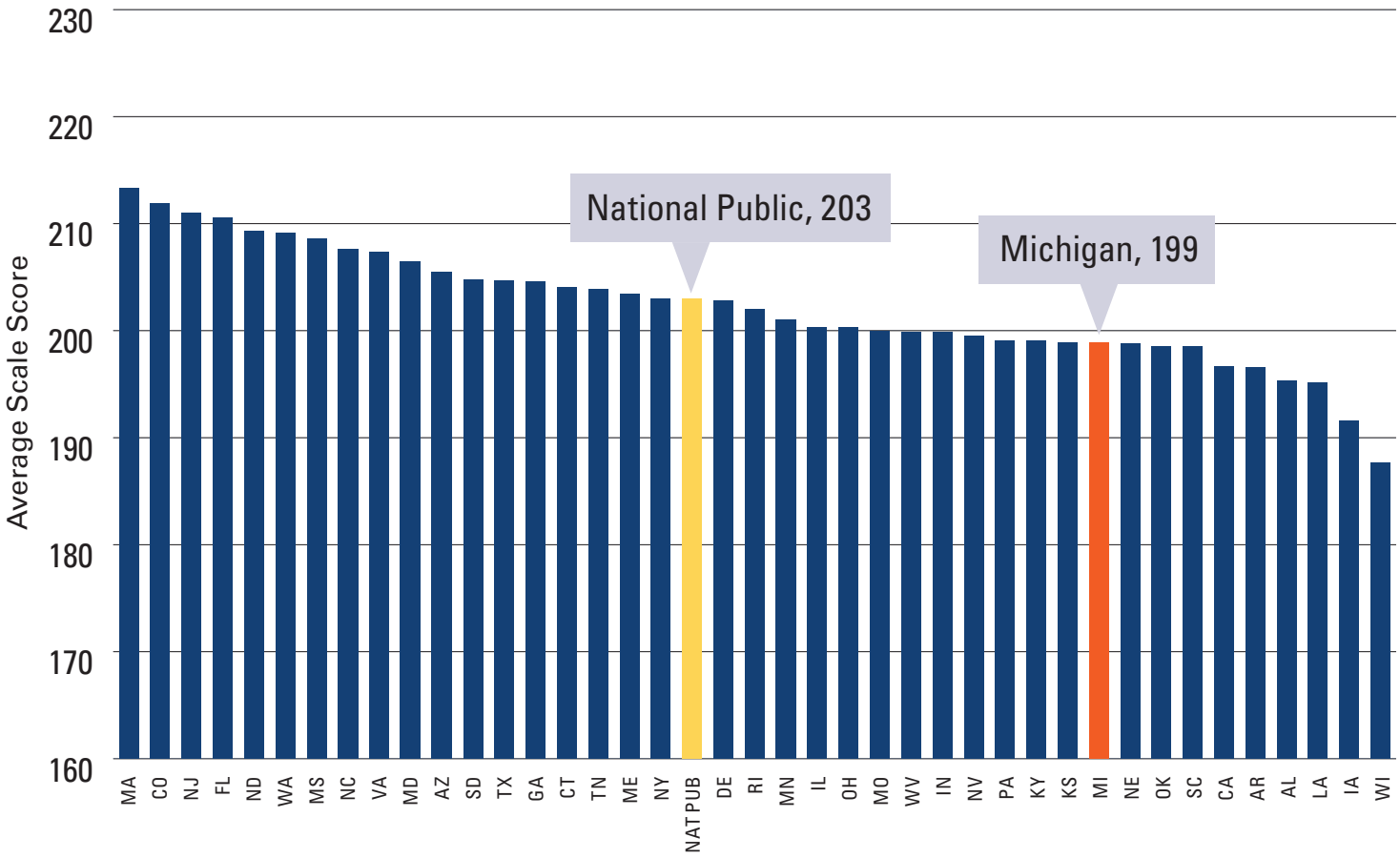


SOURCE: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2003-2019

4th Grade Reading (cont.)

Michigan in Bottom Ten for African American Students in Early Literacy

Average Scale Score, NAEP Grade 4 – Reading – African American Students (2019)



SOURCE: NAEP Data Explorer, NCES (Basic Scale Score = 208; Proficient Scale Score = 238), 2019

NOTE: All states with available data are included in this analysis.

8th Grade Math

CURRENT PERFORMANCE

28th

2030 PROJECTION

27th

WHAT IT IS

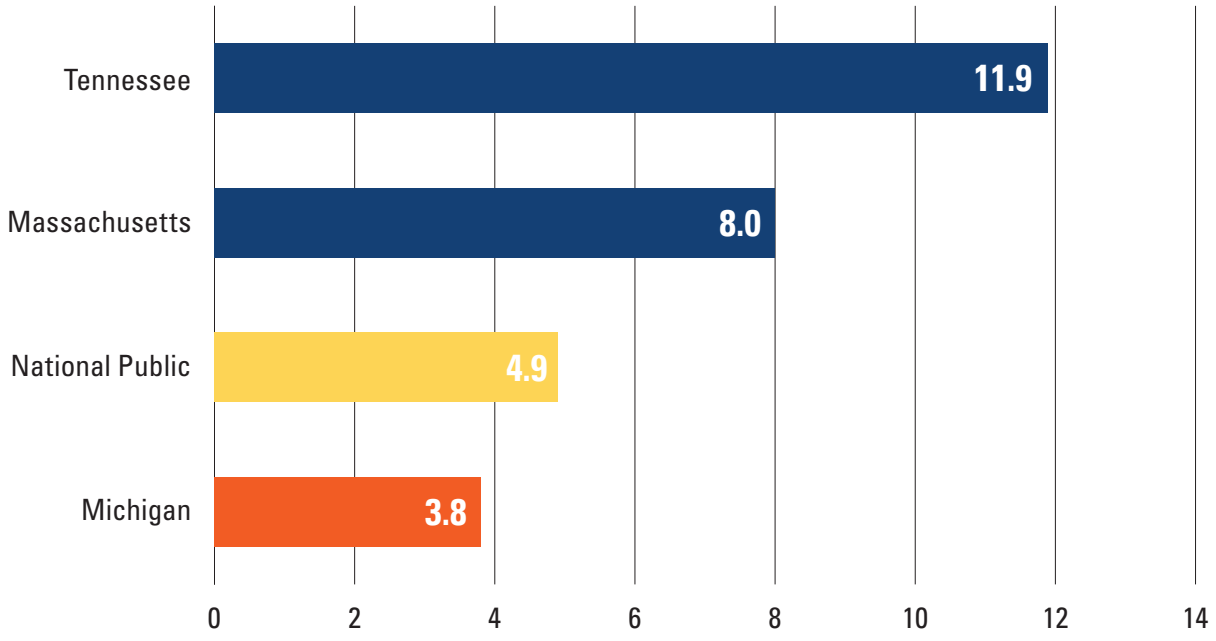
The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment that provides for long-term comparisons of what America's students know and can do in various subject areas. The assessment is given every two years and provides necessary information about student performance and growth for several indicators, including eighth-grade math.

WHY IT MATTERS

In addition to basic reading skills, math skills are essential for all students. Basic algebra is the foundation for high-level math courses. When students have not mastered this foundation, they are required to enroll in remedial courses when they begin college. But eighth-grade math skills are not just for those students who are college-bound. A study conducted by ACT found that along with reading skills, math skills are essential for vocational jobs including those as a plumber, electrician or an upholsterer.[i]

Michigan Eighth-Grade Students Show Little Improvement in Math Compared with Peers in Leading States

Average Scale Score Change, NAEP Grade 8 – Math – All Students (2003-19)

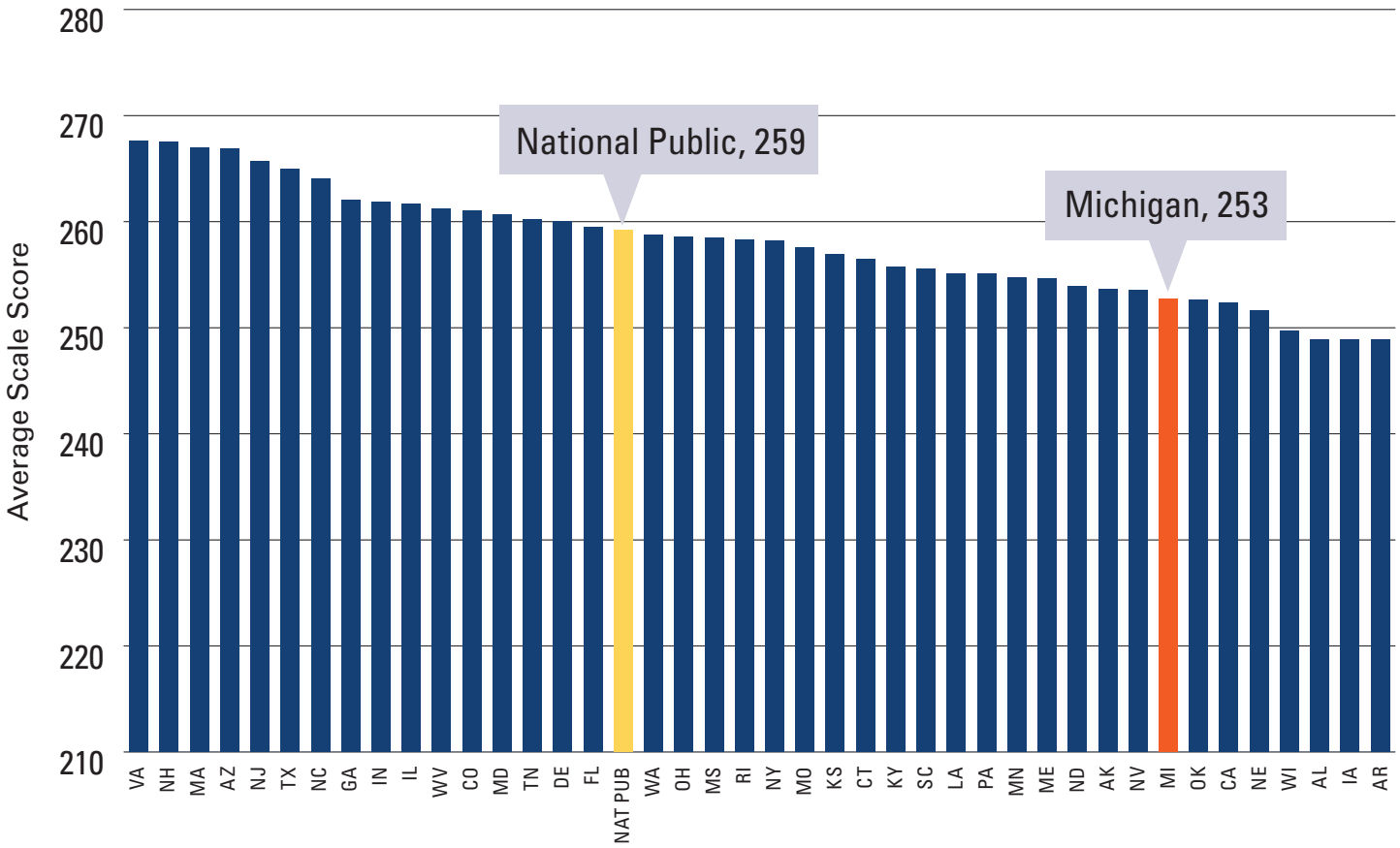


SOURCE: NAEP Data Explorer, NCES (Basic Scale Score = 262; Proficient Scale Score = 299), 2003-19

8th Grade Math (cont.)

Michigan Among Bottom Ten States for African American Students in Eighth-Grade Math

Average Scale Score, NAEP Grade 8 – Math – African American Students (2019)



SOURCE: NAEP Data Explorer, NCES (Basic Scale Score = 262; Proficient Scale Score = 299), 2019

Kindergarten Readiness

Michigan has recently made a smart investment in early childhood programs intended to increase the number of its students who enter kindergarten ready to learn at high levels. From 2012 to 2019, the portion of Michigan four-year-olds enrolled in prekindergarten increased from 19.4 percent to 32.0 percent.[ii] While access to prekindergarten is improving for Michigan's four-year-olds, it is still unclear whether these prekindergarten programs are high-quality and aligned with the K-12 system.

Data are not currently available because Michigan has not yet implemented a common assessment of kindergarten readiness, nor does the state participate in a national effort to collect these data. Consistent and comparable data from a common assessment of kindergarten readiness would provide vital information on the impact of early-childhood programs and their effectiveness by evaluating their impact on student development and alignment with K-12 learning standards.

We will track any state or national data on Michigan's kindergarten readiness when they become available.

> "From 2012 to 2019, the portion of Michigan four-year-olds enrolled in prekindergarten increased from 19.4 percent to 32.0 percent.

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

College Readiness

CURRENT PERFORMANCE	2030 PROJECTION
24%	21%

Enrolled in at least one remedial course

WHAT IT IS

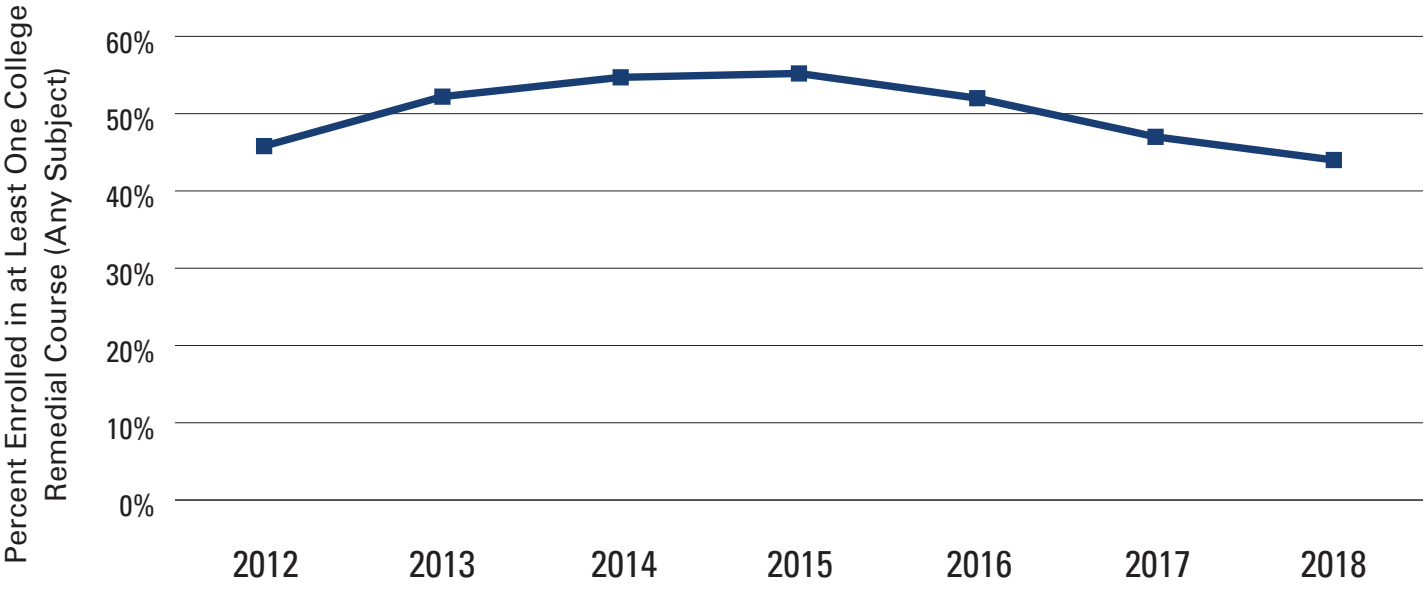
Remedial coursework is necessary for students who lack fundamental skills in a subject area-skills that should have been developed in K-12. These courses also are not credit bearing, meaning they don't count toward a degree.

WHY IT MATTERS

About 24 percent of all Michigan high school students were required to take at least one remedial course upon enrolling in one of Michigan's two- and four-year college or university programs. That's almost a quarter of students who must pay for additional instruction in college before moving on to credit-bearing courses. The percentage is even more startling for historically underserved subgroups—43.9 percent of Michigan's African American students who enrolled in Michigan postsecondary programs are required to enroll in college remedial courses. Having to enroll in remedial courses can mean additional costs for students and more time to complete their degrees.

Remediation Rates Remain High for Michigan's African American Students

Michigan African American College Remediation Rates (Community Colleges & Four-Year Universities)



SOURCE: Michigan Department of Education Remedial Coursework, 2012-18

NOTE: Remedial coursework includes math, reading, writing or science courses. Data is limited to Michigan high school graduates enrolled in college the following fall in a Michigan college or university only.

College and Postsecondary Enrollment

CURRENT PERFORMANCE

26th

2030 PROJECTION

Not Yet Available

WHAT IT IS

This measure represents the percentage of high school graduates in each state who attend college anywhere in the U.S. directly from high school.

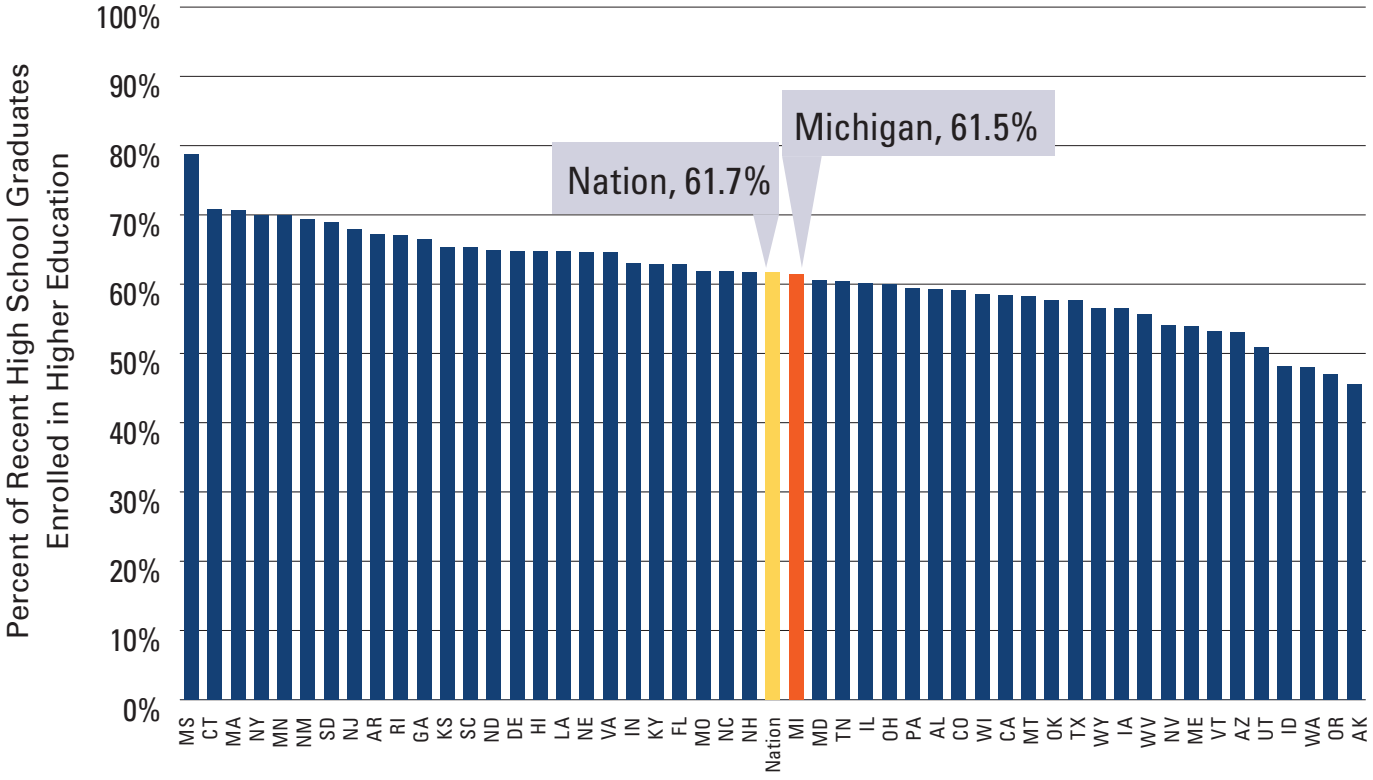
WHY IT MATTERS

In order for Michigan's students to fulfill their true potential and be the leaders of tomorrow, more must enroll in postsecondary training, whether that be at a trade school, community college or a four-year university. On this measure, Michigan is slightly below the national average, ranking 26th, with about 61.5 percent of high school graduates attending some form of postsecondary training in the 2011-12 school year.

The state department of education reports that 64.4 percent of Michigan's 2018 high school graduates enrolled in a postsecondary program within 12 months of graduation.[iii]

Michigan Slightly Below National Average with 61.5% of High School Graduates Enrolling in College

Higher Education Enrollment Rate for Recent High School Graduates



SOURCE: National Center for Education Statistics, Digest of Education Statistics, Table 302.50, 2011-12

College Attainment

CURRENT PERFORMANCE

32nd

2030 PROJECTION

30th

WHAT IT IS

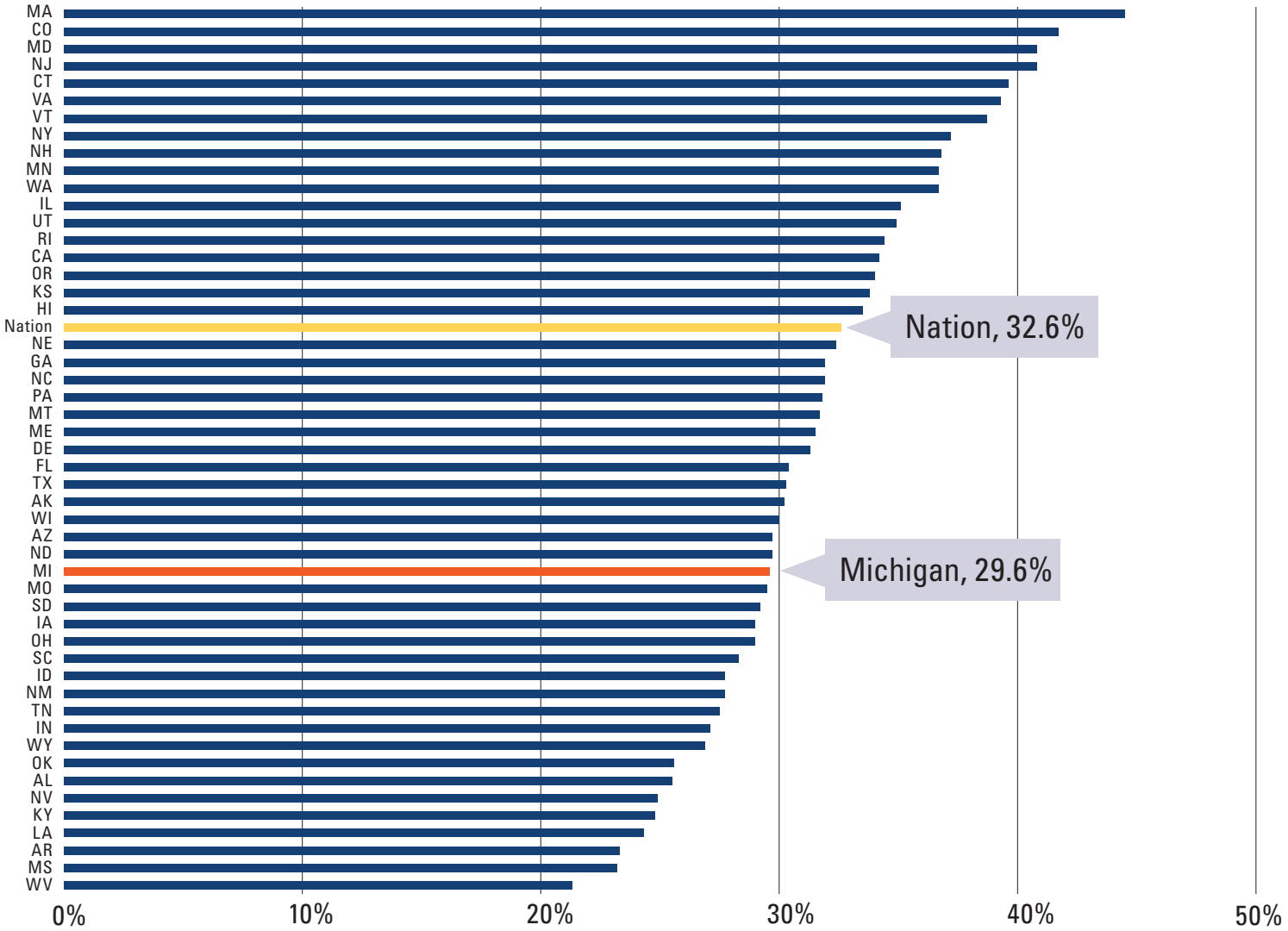
This indicator represents the percentage of people 25 years or older in each state and nationally who have completed a bachelor's degree or greater.

WHY IT MATTERS

In 2018, Michigan ranked 32nd in the percentage of adults 25 or older who have completed a bachelor's degree or greater, at 29.6 percent. Roughly 17.6 percent of African American and 19.5 percent of Latino Michiganders have completed a bachelor's degree or greater.

Michigan's Economy Depends on More Adults Earning College Degrees

Percent of People 25 Years and Older with a Bachelor's Degree or Greater in 2018

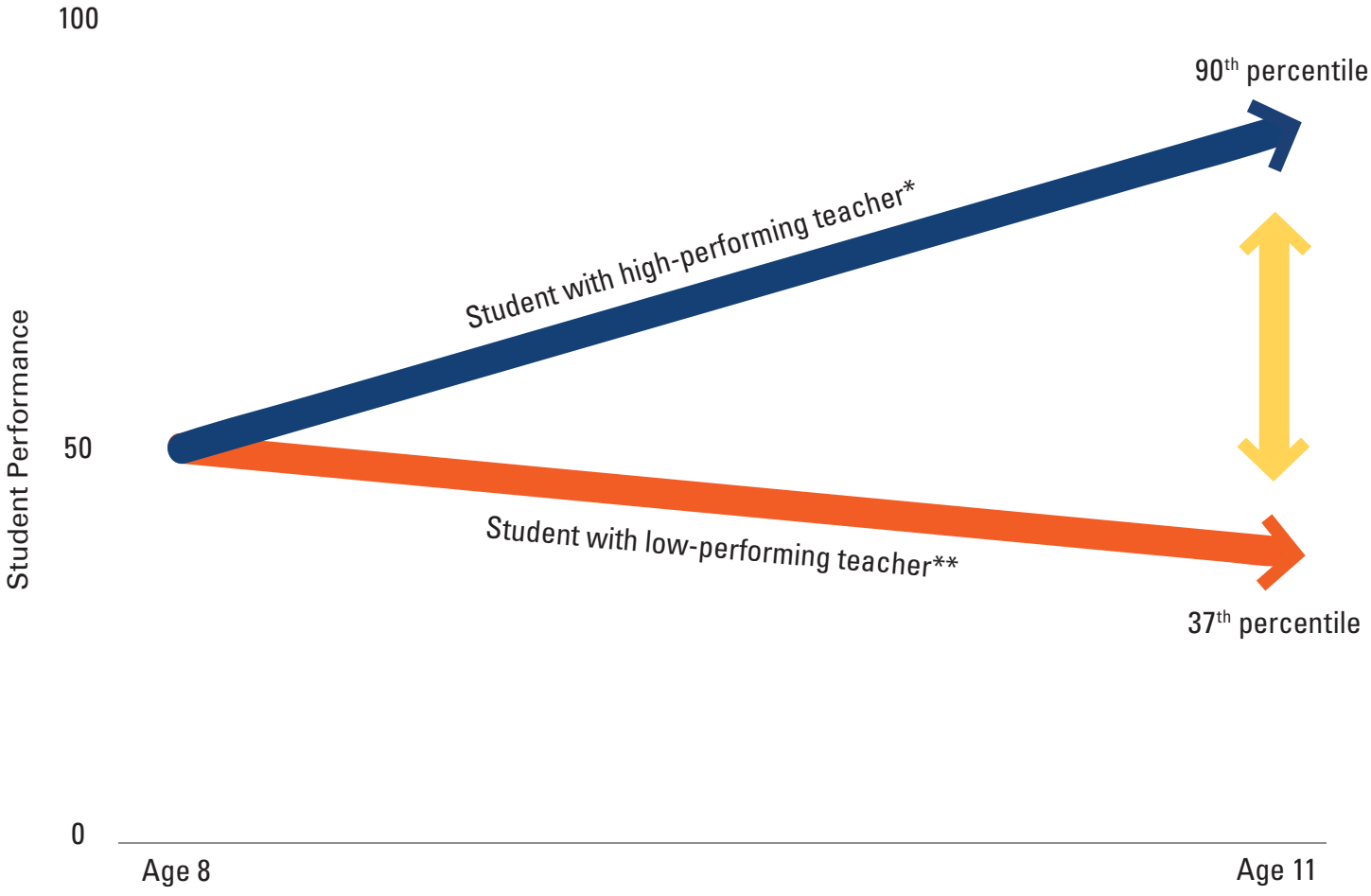


SOURCE: United States Census – American Community Survey – 1 Year Estimates, 2018

Teacher Effectiveness

Without a doubt, student learning is dependent on many factors. But, the research is clear—the number one in-school predictor of student success is the teaching quality in a child's classroom.[iv] In leading states, sophisticated data systems provide teaching effectiveness data that are used for many purposes, such as professional development and early student interventions. In Michigan, those data are unavailable at this time.

The Effect of Teacher Quality on Student Learning



SOURCE: Sanders and Rivers (1996): Cumulative and Residual Effects of Teachers on Future Student Achievement

NOTE: *Among the top 20% of teachers; **Among the bottom 20% of teachers
Analysis of test data from Tennessee showed that teacher quality effected student performance more than any other variable; on average, two students with average performance (50th percentile) would diverge by more than 50 percentile points over a three year period depending on the teacher they were assigned.

Access to Rigorous Coursework

CURRENT PERFORMANCE

28th

2030 PROJECTION

27th

WHAT IT IS

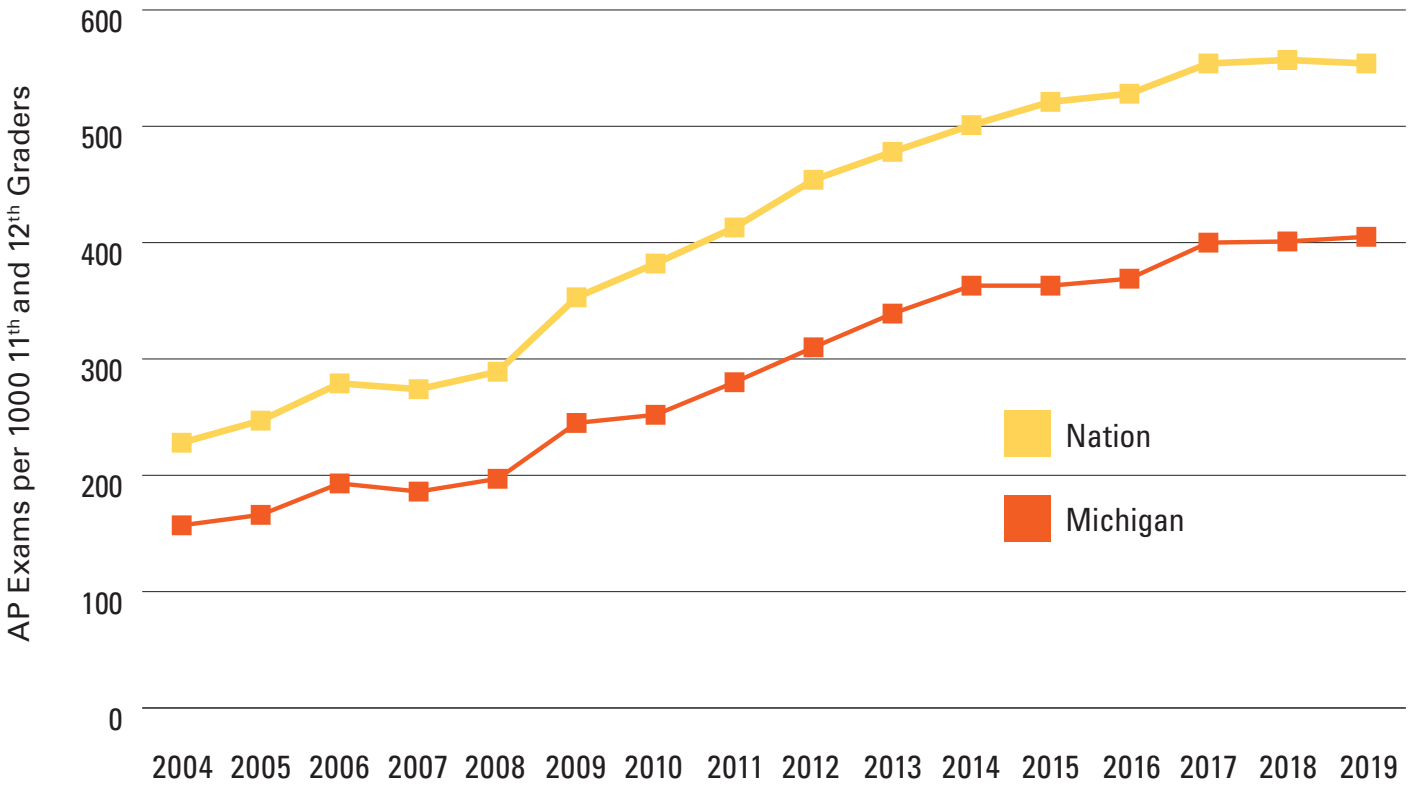
Access to rigorous coursework is measured by the College Board Advanced Placement (AP) Program Participation and Performance data. The data represent the total number of AP exams administered per 1,000 11th and 12th grade students.

WHY IT MATTERS

One of the best ways to ensure more students are college- and career-ready is to increase access to rigorous coursework in high school, such as Advanced Placement courses. Research shows that having access to rigorous coursework and high quality instruction in high school is one of the best predictors of postsecondary success.[v] Michigan is currently ranked 28th for the total number of AP exams administered per 1,000 11th and 12th graders.

Michigan Has Seen a Steady Increase in AP Exam Participation, but Still Lags Nation

AP Exam Participation



SOURCE: College Board AP Program Participation and Performance Data, 2004-19

School Funding Equity

CURRENT PERFORMANCE

43rd

2030 PROJECTION

Not Yet Available

WHAT IT IS

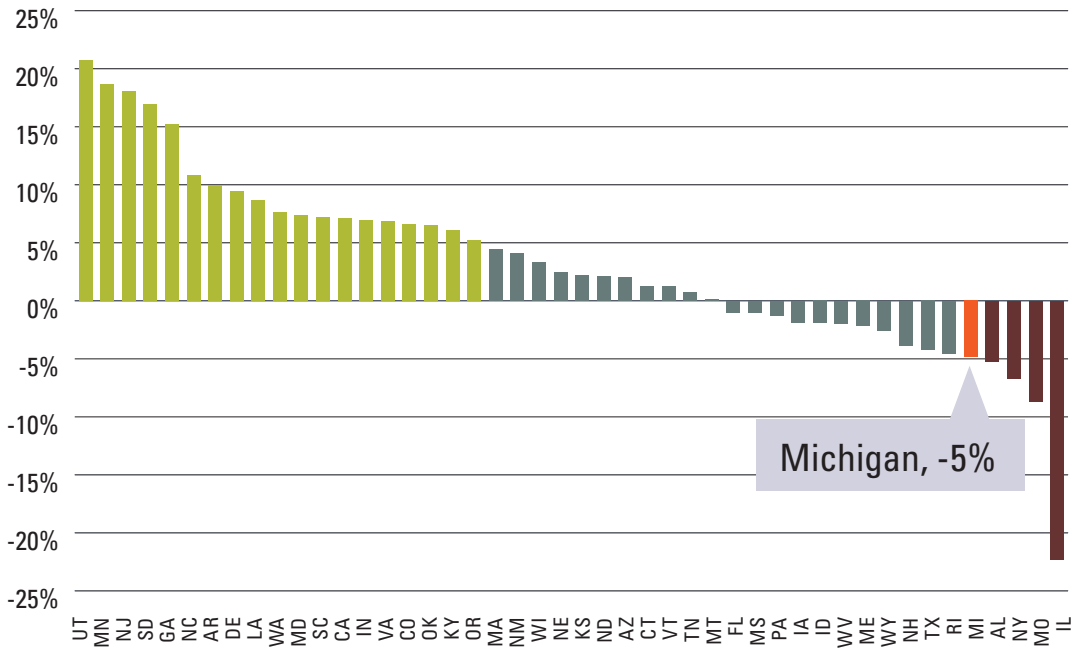
This measure represents how the highest and lowest poverty districts are funded based on state and local revenues and whether it is equitably distributed or not.

WHY IT MATTERS

Michigan ranks in the bottom five states nationally for funding gaps that negatively impact students from low-income families. On average, Michigan spends about 5 percent less in its highest poverty districts than its lowest poverty districts. This lack of equity can lead to further imbalances in our educational system as a whole.

Michigan is One of Only Sixteen States Providing Less Funding to Highest Poverty Districts than to Lowest Poverty Districts

Funding Gaps Between the Highest and Lowest Poverty Districts, By State



READING THIS FIGURE: In Utah, the highest poverty districts receive 21 percent more in state and local funds per student than the lowest poverty districts (not adjusted for additional needs of low-income students). In states shaded in green, the highest poverty districts receive at least 5 percent more in state and local funds per student than the lowest poverty districts; in states shaded in maroon, they receive at least 5 percent less.Grey shading indicates similar levels of funding for the highest and lowest poverty districts. Note that although all displayed percentages are rounded to the nearest percentage point, states are ordered and classified as providing more or less funding to their highest poverty districts based on unrounded funding gaps.

SOURCE: The Education Trust, Funding Gaps Report, 2018

NOTE: Hawaii was excluded from the within-state analysis because it is one district. Nevada is excluded because its student population is heavily concentrated in one district and could not be sorted into quartiles. Alaska is excluded because there are substantial regional differences in the cost of education that are not accounted for in the ACS-CWI. Because so many New York students are concentrated in New York City, we sorted that state into two halves, as opposed to four quartiles. Though included in the original publication, data from Ohio are now excluded from this chart because of subsequently discovered anomalies in the way Ohio reported its fiscal data to the federal government.

Teacher Salary Equity

CURRENT PERFORMANCE	2030 PROJECTION
$10,056	Not Yet Available

Avg. Salary Gap for highest and lowest poverty districts

WHAT IT IS

This measure represents the gap in average teacher salaries between Michigan's highest income and lowest income districts.

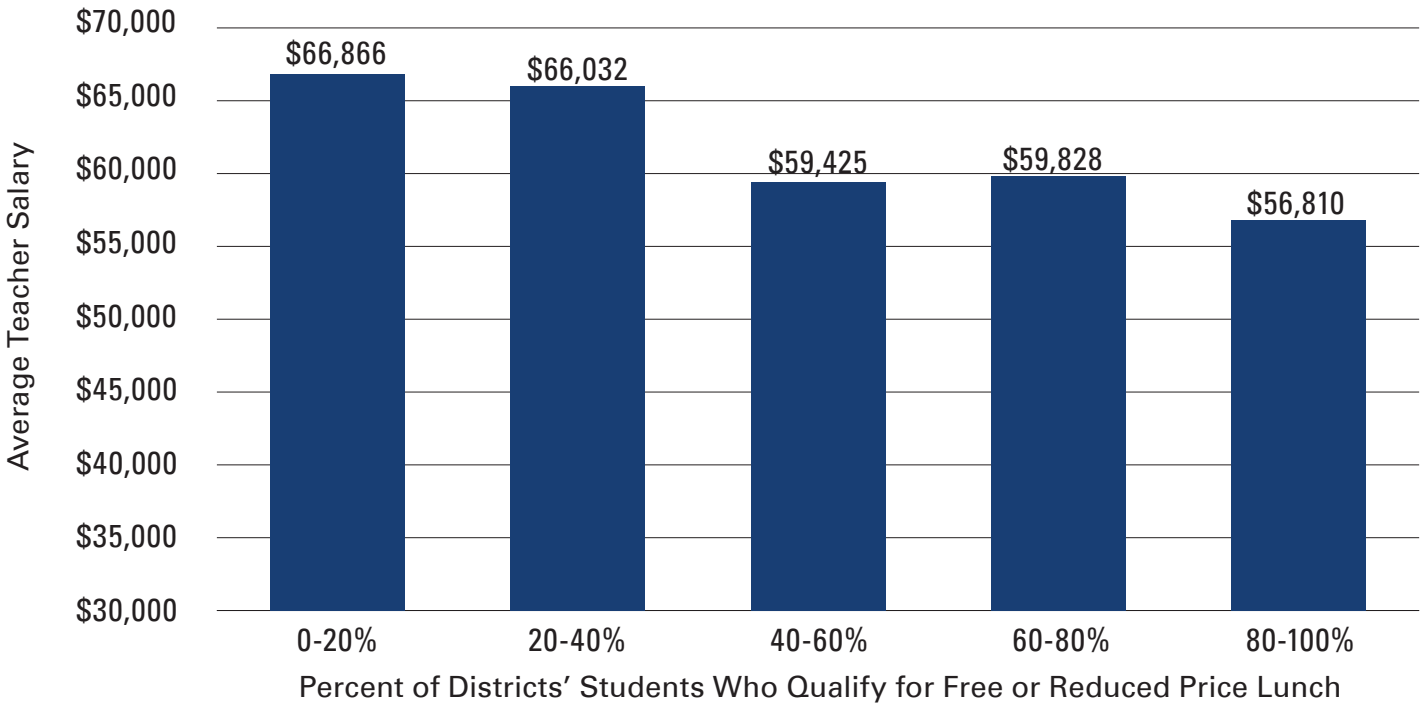
WHY IT MATTERS

Teachers in Michigan's wealthiest districts are paid about $10,000 more, on average, than teachers in Michigan's poorest districts. That's alarming, considering what we know about the importance of high-quality teachers in closing the achievement gap that persists between low-income and higher-income students.

To recruit and retain highly effective teachers in the schools that need them most, Michigan must close the gap in teacher pay.

$10,000 Gap in Average Teacher Salaries Between Michigan's Highest Income and Lowest Income Districts

Average Michigan Teacher Salary based on Percent of Free and Reduced Price Lunch



SOURCE: MDE Bulletin 1011, 2018-19; MDE Free and Reduced Priced Lunch, Fall 2018-19 (District)

Teacher Attendance

CURRENT PERFORMANCE	2030 PROJECTION
26%	Not Yet Available

Teachers Absent More than 10 Days

WHAT IT IS

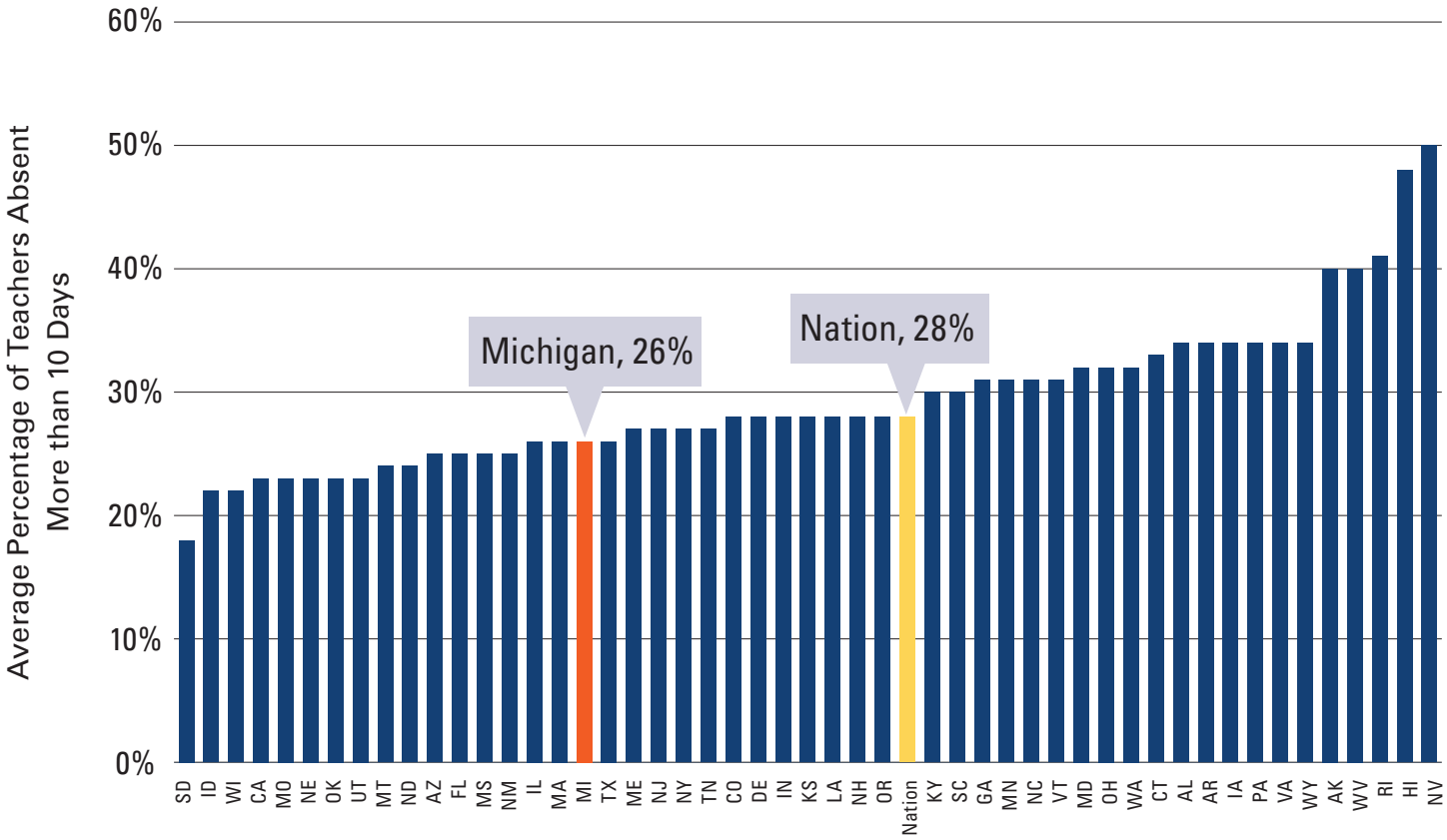
This measure represents the percent of teachers absent from work for more than 10 days over the course of one school year at the state level.

WHY IT MATTERS

According to a recent report from *Education Week*, about 26 percent of teachers in Michigan were absent from their job more than 10 days, on average.[vi] That's about six percent of the school year, which is equivalent to a typical 9-to-5 year-round employee missing more than three weeks of work on top of vacation time.

About 26% of Teachers in Michigan Were Absent from Their Job More than 10 Days

Average Percentage of Teachers Absent More than 10 Days



SOURCE: Education Week, "How Many Teachers Are Chronically Absent From Class in Your State?," 2018, Civil Rights Data Collection, 2015-16

Student Attendance

CURRENT PERFORMANCE	2030 PROJECTION
23%	22%

8th Graders Reported Frequent Absence

WHAT IT IS

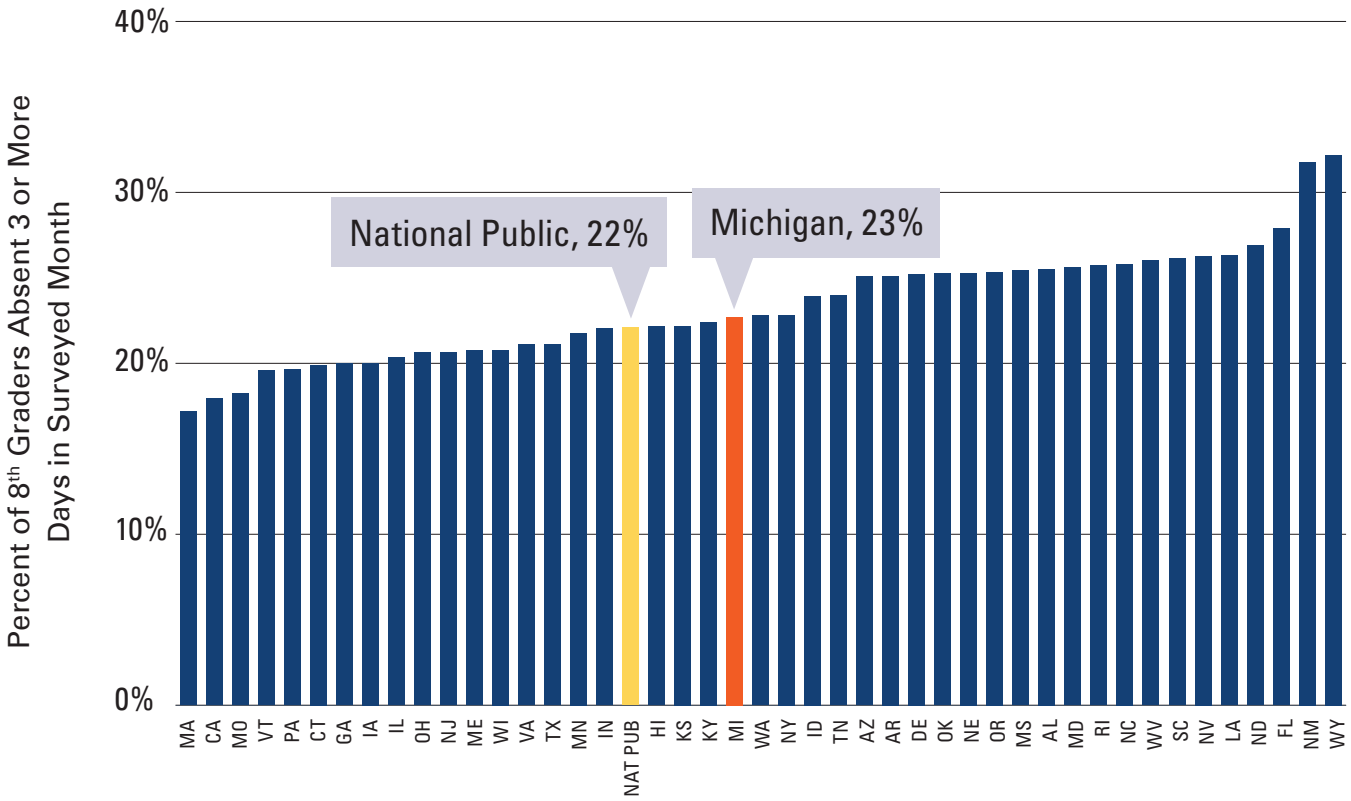
This measure represents the number of eighth-graders absent three or more days in the last month based on the National Assessment for Educational Progress (NAEP).

WHY IT MATTERS

Not only are Michigan's teachers missing too much school, but Michigan's students—especially African American students—are missing far too many days of school, often against their will due to disproportionate rates for out-of-school suspensions. According to the 2019 national assessment, 23 percent of Michigan's eighth-grade students said they had been absent from school three or more days in the last month. Moreover, Detroit leads the nation for absences among urban districts, with 41 percent of students absent three or more days in the last month.

Nearly One Quarter of Michigan Eighth Graders were Absent 3 or More Days in Last Month in 2019

Percent of Eighth Graders Absent Three or More Days in Last Month, NAEP Grade 8 – Math – All Students (2019)



SOURCE: NAEP Data Explorer, NCES (Reported for 8th Grade Math), 2019

NOTE: AK, CO, MT, NH, SD and UT are not included in the analysis because data was not available.

Out-of-School Suspensions

CURRENT PERFORMANCE	2030 PROJECTION
45th	Not Yet Available

WHAT IT IS

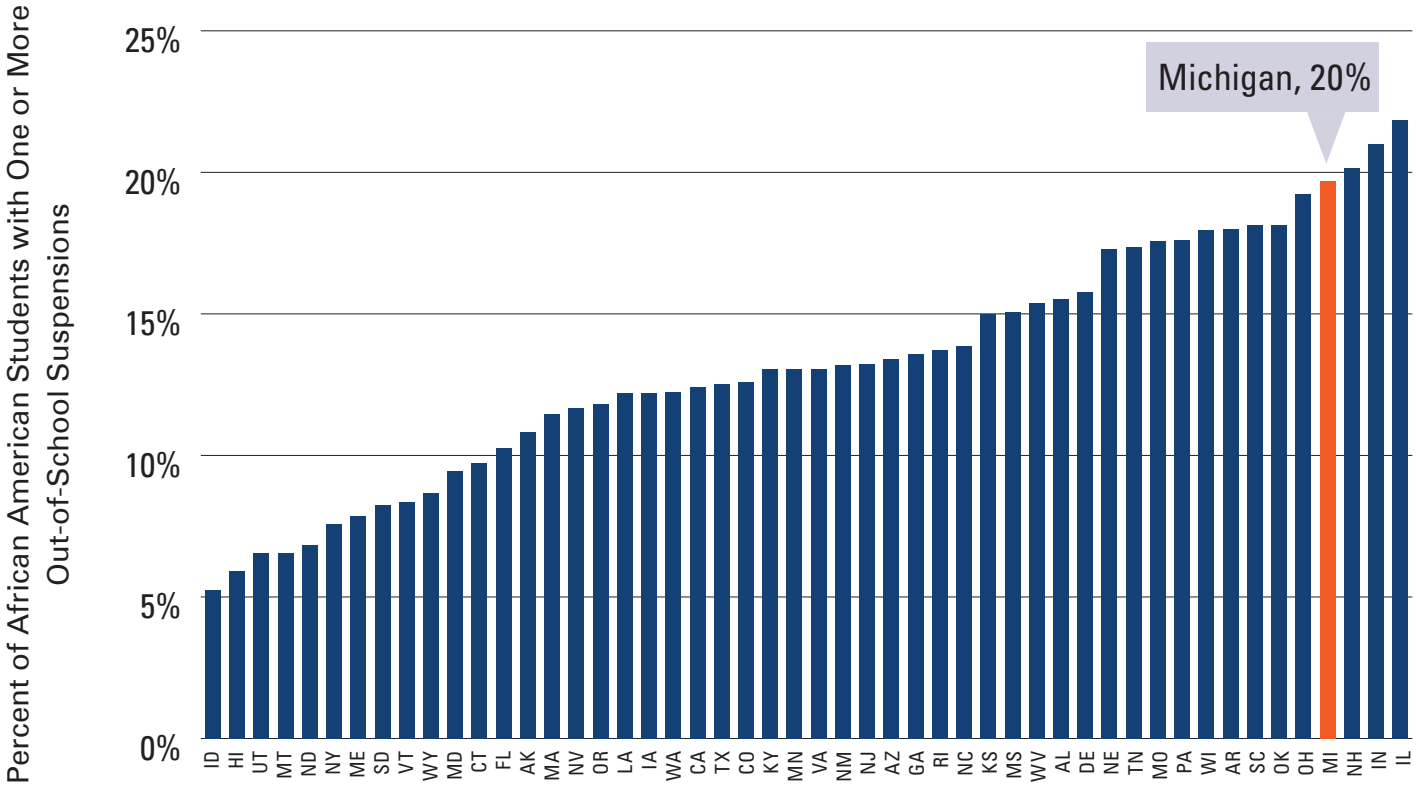
Data from the Civil Rights Data Collection measure discipline rates nationally.

WHY IT MATTERS

One of the most troubling practices in Michigan—and around the country—is the overuse of suspension and expulsion, particularly for students of color. Overall Michigan ranks 45th. For African American students, Michigan has the fourth highest out-of-school suspension rate in the country. Twenty percent of the African American students in Michigan schools were suspended in the 2013-14 school year.

Michigan Has 4th Highest Out-of-School Suspension Rate Nationally for African American Students

African American Out-of-School Suspension Rates



SOURCE: Civil Rights Data Collection, 2013-14

College Affordability

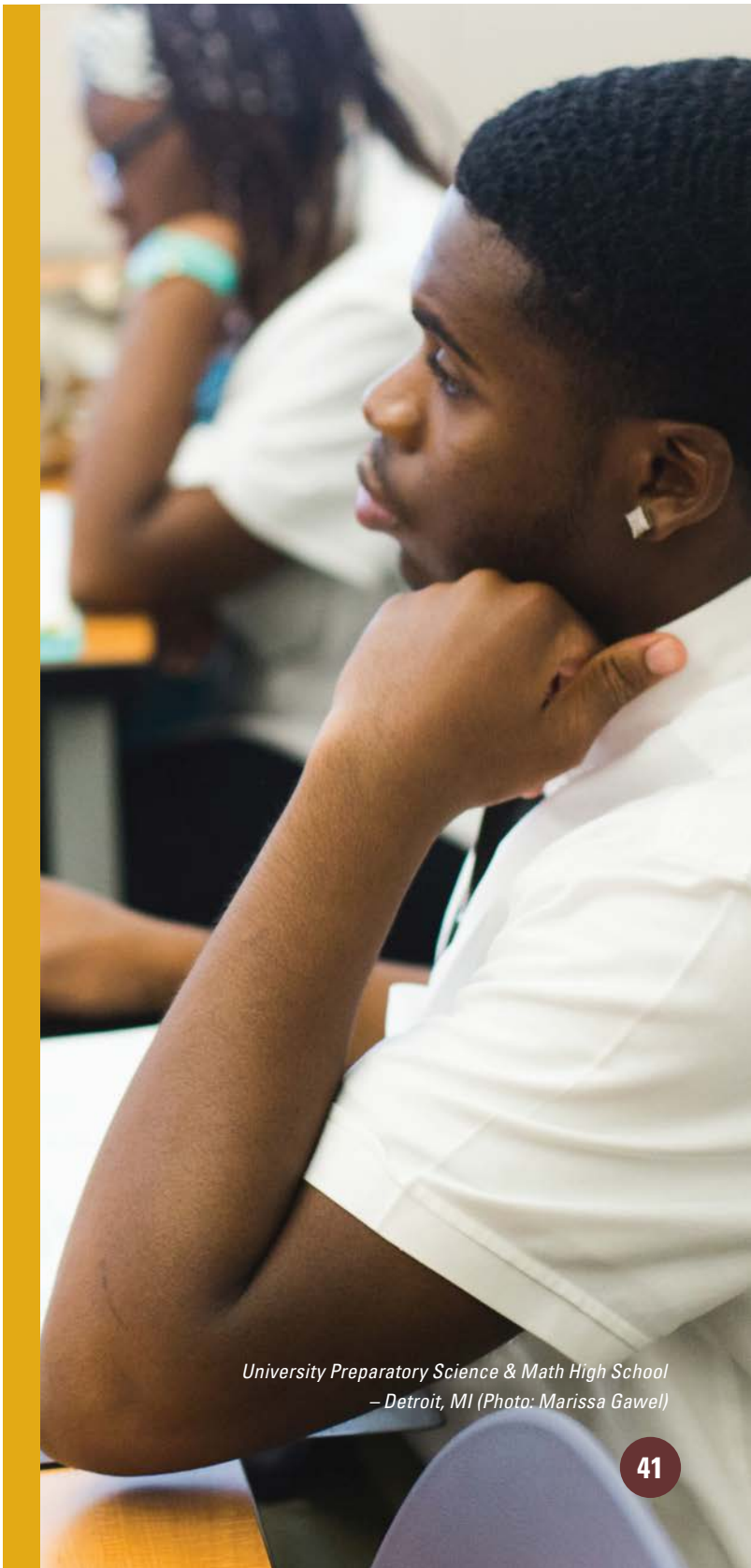
CURRENT PERFORMANCE	2030 PROJECTION
29th	Not Yet Available

WHAT IT IS

This indicator measures the affordability of four-year public institutions by state for an average Pell Grant recipient who lives on campus, receives the average amount of grant aid, takes out the average amount of federal loans and works over the summer. Data represent the additional dollars needed to cover the cost of attendance.

WHY IT MATTERS

It's not enough to get into college. Young Michiganders have to be able to afford to stay in school and graduate. On average, a low-income Michigan student paying in-state tuition at a four-year public institution, who lives on campus and works over the summer, faces a $1,659 affordability gap. This means that despite financial aid and summer wages a low-income student still falls $1,659 short, on average, of being able to afford Michigan's four-year public institutions. Michigan is currently ranked 29th for college affordability. Additionally, a recent report by The Education Trust found that low-income students would need to work 20 hours per week at minimum wage to afford Michigan's public four-year institutions. Low-income students at Michigan's community and technical colleges would need to work 11 hours per week at minimum wage. Both figures exceed the recommended 10 hours per week of work—and if students worked only 10 hours at minimum wage they would face a $4,595 and $425 affordability gap at public four-year institutions and public community and technical colleges, respectively.[vii]

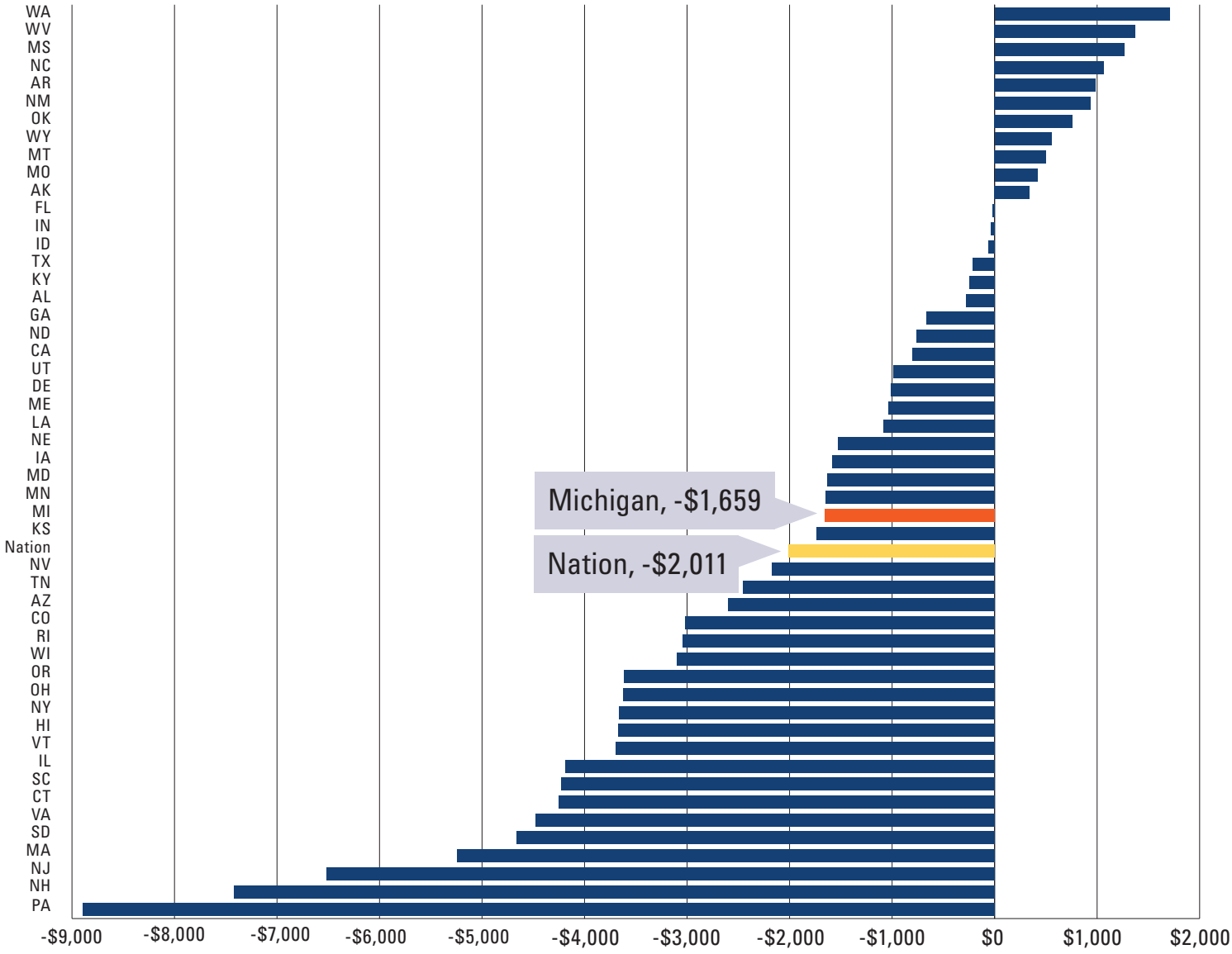


University Preparatory Science & Math High School – Detroit, MI (Photo: Marissa Gawel)

College Affordability (cont.)

Low-Income Students Fall Short $1,659, On Average, of Affording the Cost of Attending Michigan Four-Year Public Institutions

Four-Year Public Institution Affordability Gaps for In-State Students Living On Campus with Summer Work



SOURCE: National College Access Network, Shutting Low-Income Students Out of Public Four-Year Higher Education (2018)

Endnotes

To ensure the highest quality data available and up-to-date resources are used, the data sources used to track some Michigan Achieves! Indicators have been updated over time.

[i] ACT, Inc., "Ready for College and Ready for Work: Same or Different," (Iowa City, IA: ACT, Inc., 2015). https://www.act.org/content/act/en/research/pdfs/ready-for-collegeandreadyforworksameordifferent.html

[ii] W. Steven Barnett, Megan E. Carolan, Jen Fitzgerald and James Squires, "The State of Preschool 2012," (New Bruwick, NJ: National Institute for Early Education Research, April 2013). http://nieer.org/state-preschool-yearbooks/the-state-of-preschool-2012; Allison H. Friedman-Krauss, W. Steven Barnett, Karin A. Garver, Katherine S. Hodges, G.G. Weisenfeld and Beth Ann Gardiner, "The State of Preschool 2019," (New Brunswick, NJ: National Institute for Early Education Research, April 2020). http://nieer.org/state-preschool-yearbooks/2019-2

[iii] Michigan Department of Education, College Enrollment by High School 2017-18

[iv] Steven G. Rivkin, Eric A. Hanushek and John F. Kain, "Teachers, Schools, and Academic Achievement," *Econometrica*, vol. 73 no. 2, March 2005, pp. 417-58. https://econ.ucsb.edu/~jon/Econ230C/HanushekRivkin.pdf

[v] Clifford Adelman, "The Toolbox Revisited: Paths to Degree Completion from High School Through College," (Washington, D.C.: U.S. Department of Education, February 2006). https://www2.ed.gov/rschstat/research/pubs/toolboxrevisit/toolbox.pdf

[vi] Education Week, "How Many Teachers Are Chronically Absent From Class in Your State?," *Education Week*, June 2018. http://blogs.edweek.org/edweek/inside-school-research/2018/06/chronic_absenteeism_teachers.html

[vii] Andrew Howard Nichols, Marshall Anthony Jr. and Oliver Schak, "How Affordable Are Public Colleges in Your State?," (Washington, D.C.: The Education Trust, December 2019). https://edtrust.org/resource/affordability-gap/

Parkview Elementary – Wyoming, MI (Photo: Rex Larsen)

Michigan Achieves!

In 2015, The Education Trust-Midwest launched the Michigan Achieves! campaign to make Michigan a top ten education state by 2030. Each year, we report on how Michigan is making progress toward that top ten goal based on both student outcome performance metrics and opportunity to learn metrics that signal the health of the conditions that Michigan is creating that help support—or stagnate—teaching and learning in Michigan public schools. This year's State of Michigan Education Report includes updated reporting on many of the same benchmarks. For more on those outcomes, please see pages 25-43.

Since then, a growing number of partners around the state have come to work together to advance the best practices and strategies from leading education states to Michigan, in order to close achievement gaps and ensure every Michigan student is learning—and being taught—at high levels.

Join the movement at **www.michiganachieves.com**.

The Education Trust–Midwest

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