



Raising Achievement and Closing Gaps:

From Policy to Implementation



The Education Trust

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MI Landscape and Policy Changes

- **Human Capital**
 - Tenure reform
 - New teacher evaluation system development and implementation
 - Statewide value-added model
 - Certification/Preparation
 - Investment in teacher training and professional development

MI Landscape and Policy Changes

- **Accountability and support**
 - Waiver and new accountability system
 - Public reporting
 - Consequences and interventions
- **Expansion of charter schools**
- **School funding and finance**
 - Performance based funding for districts
- **Low performing schools**

Before we dive into policy changes and questions of implementation, let's look at the data and see why change is needed.

How has Michigan performed
compared to other states?

Michigan NAEP Performance

Relative Rank of All Students 2003-2011

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

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of African-American Students 2003-2011

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

Note: Rankings are among the states that reported data for African-American students.

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of Latino Students 2003-2011

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

Note: Rankings are among the states that reported data for Latino students.

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of White Students 2003-2011

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

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of Low Income Students 2003-2011

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

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of Higher Income Students 2003-2011

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

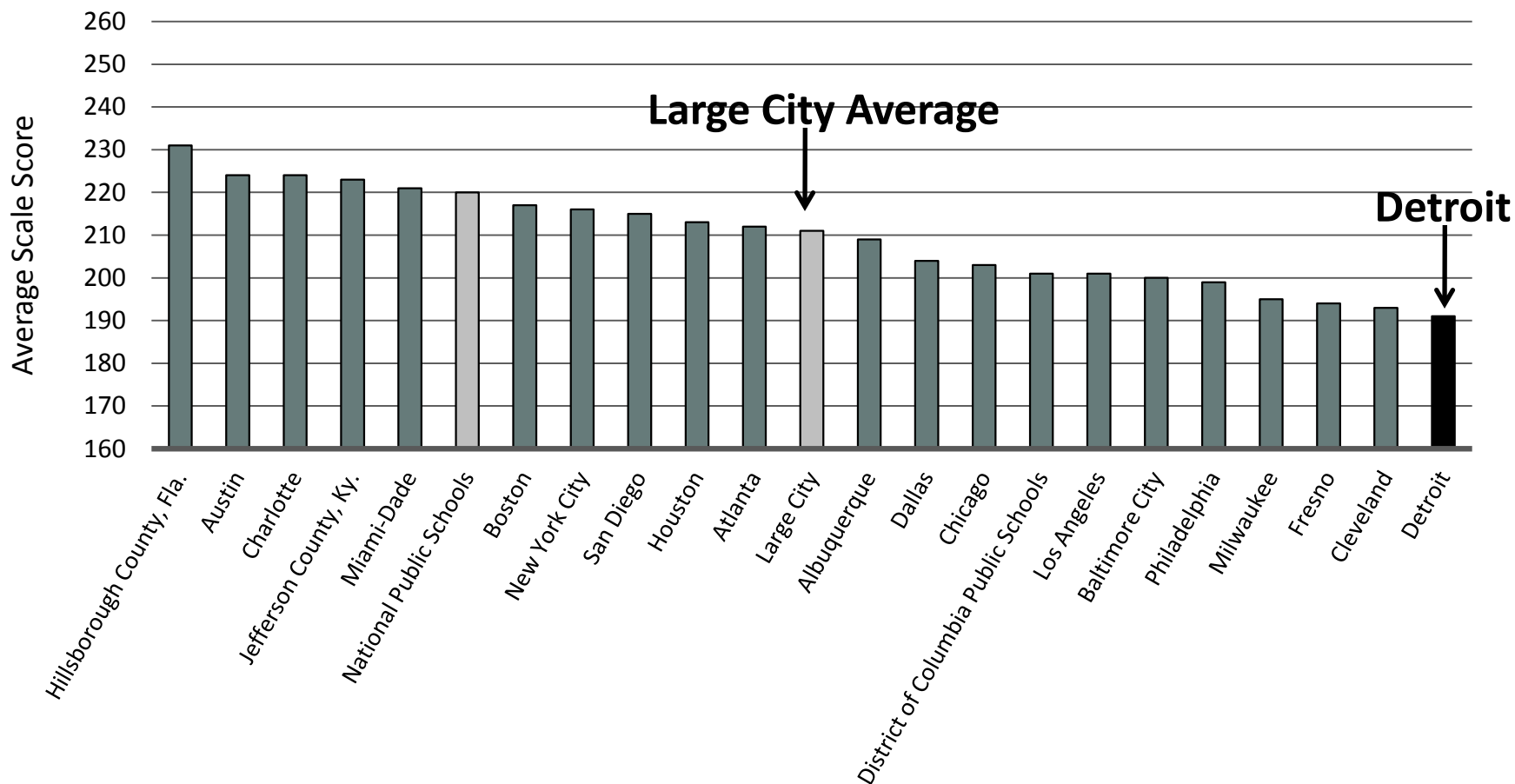
Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

NAEP 2011 Reading and Math Trial Urban District Assessment (TUDA) Results

Average Scale Scores, by District Students Overall

Grade 4 – NAEP Reading (2011)

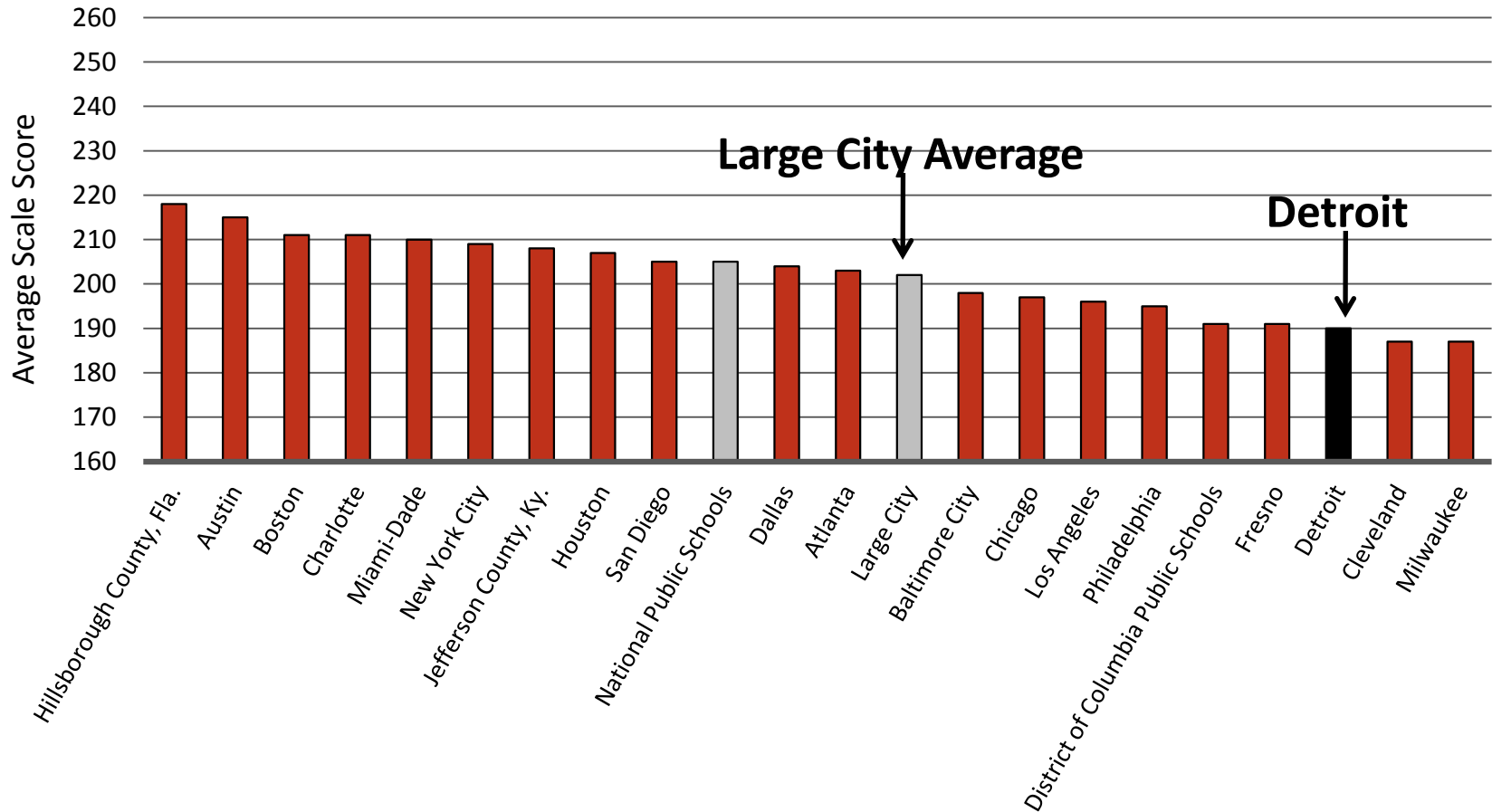


Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District African-American Students

Grade 4 – NAEP Reading (2011)



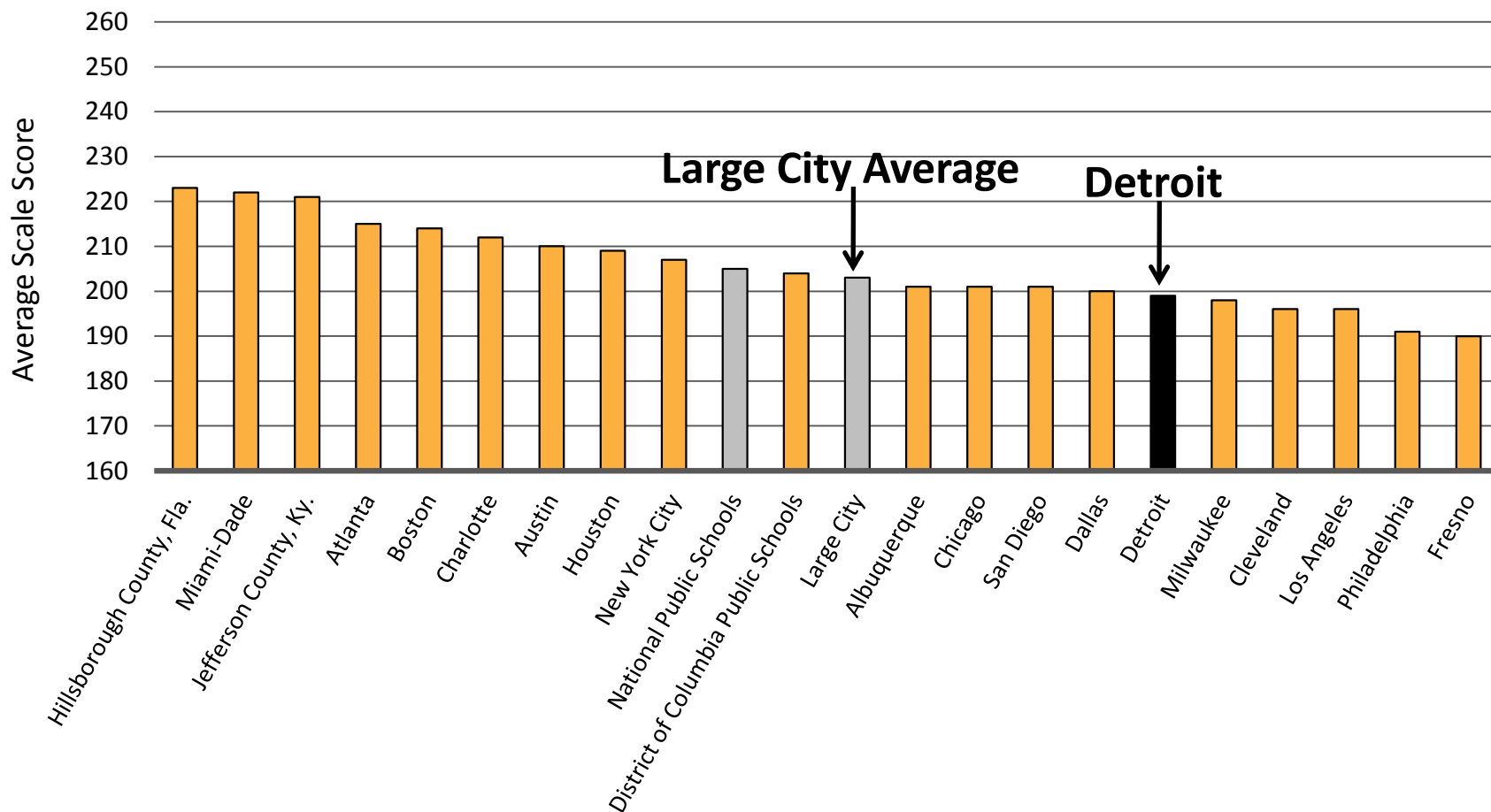
Note: Basic Scale Score = 208; Proficient Scale Score = 238

Source: NAEP Data Explorer, NCES

Average Scale Scores, by District

Latino Students

Grade 4 – NAEP Reading (2011)



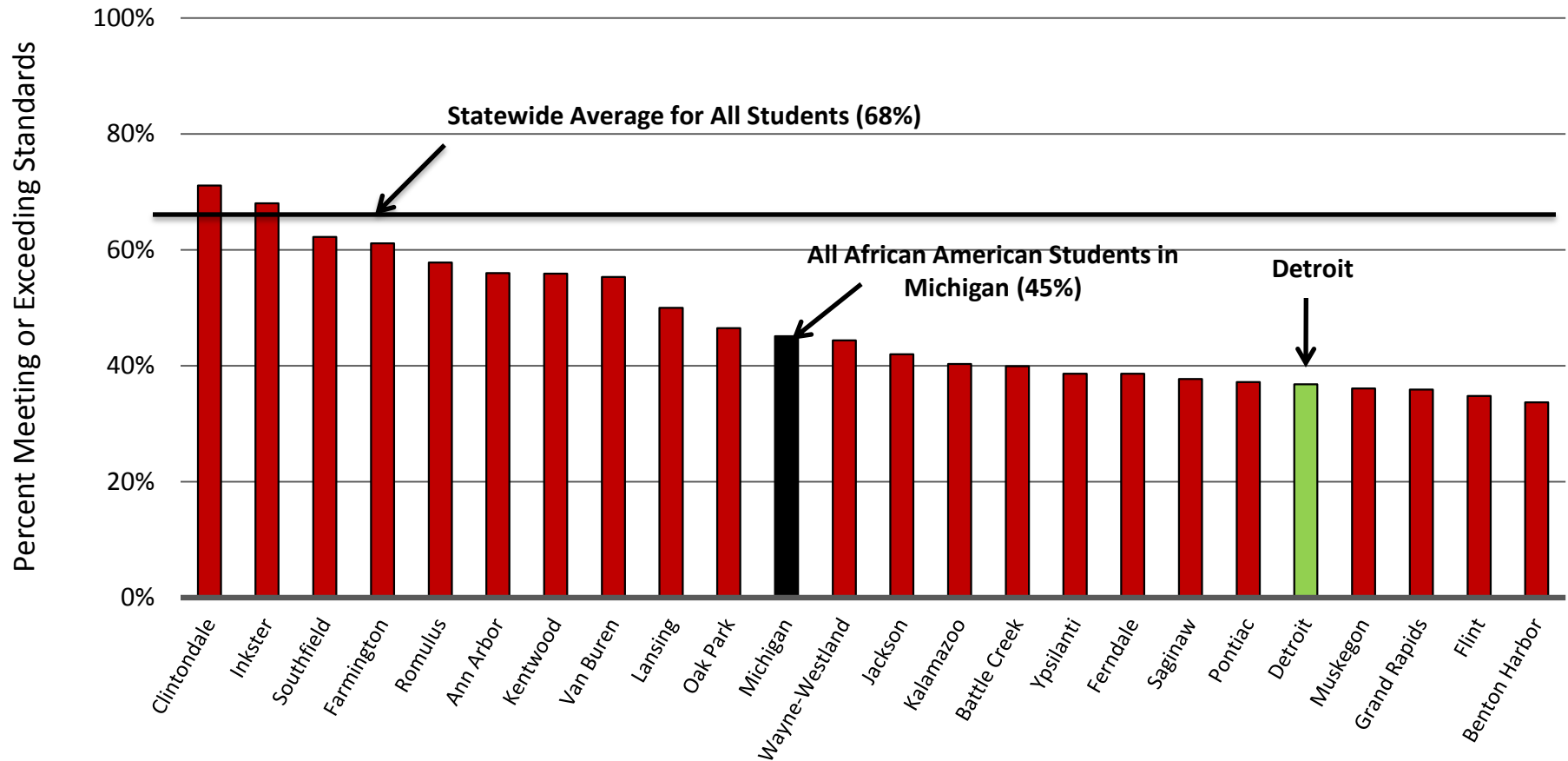
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Source: NAEP Data Explorer, NCES

Fall 2011 MEAP Data

Percentage of African American Students Meeting or Exceeding Standards By District

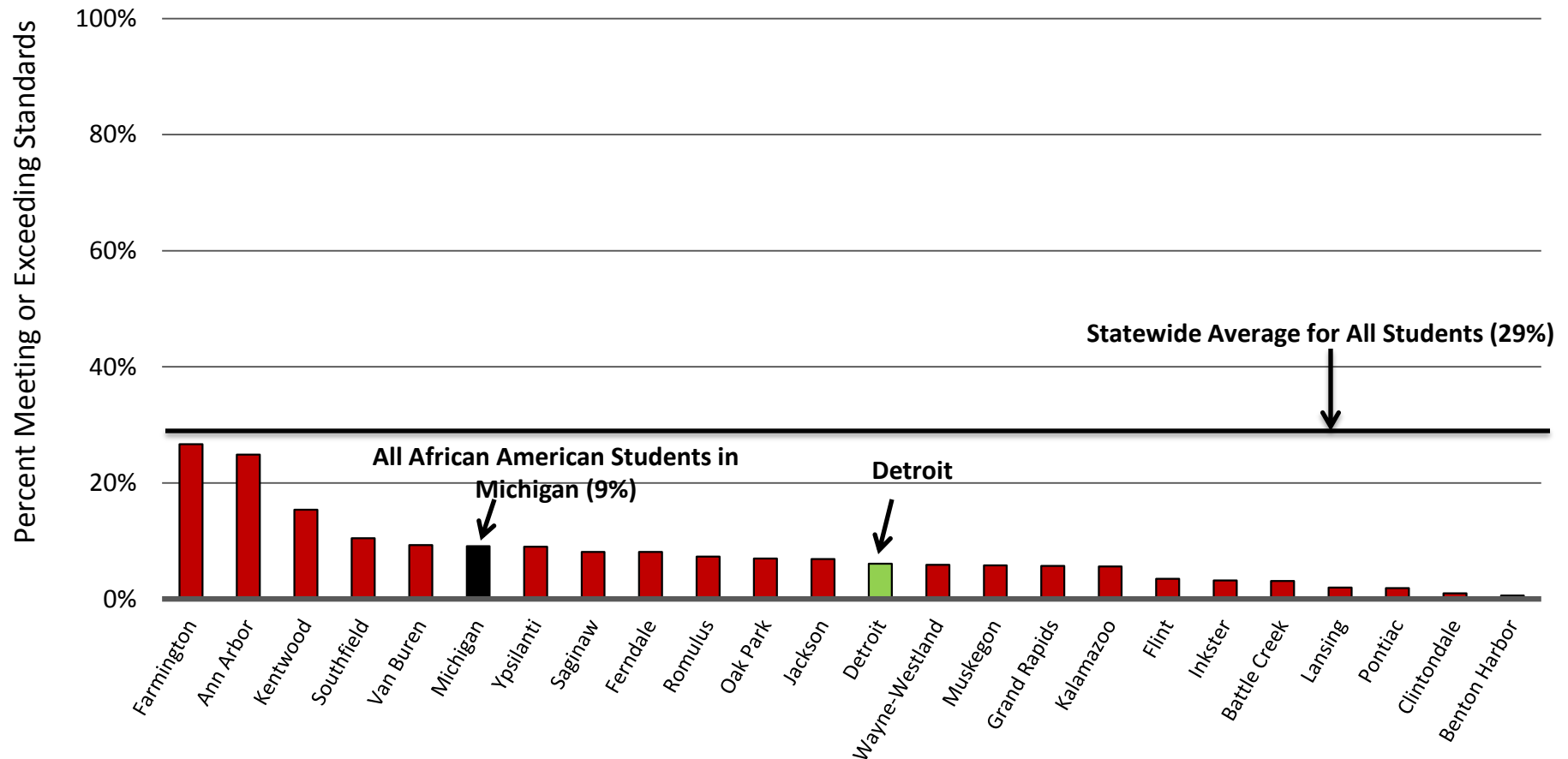
2011 Grade 4 Reading MEAP



Source: Michigan Department of Education, Fall 2011 MEAP Four Year Comparison (Gap Analysis): http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---.00.html

Percentage of African American Students Meeting or Exceeding Standards By District

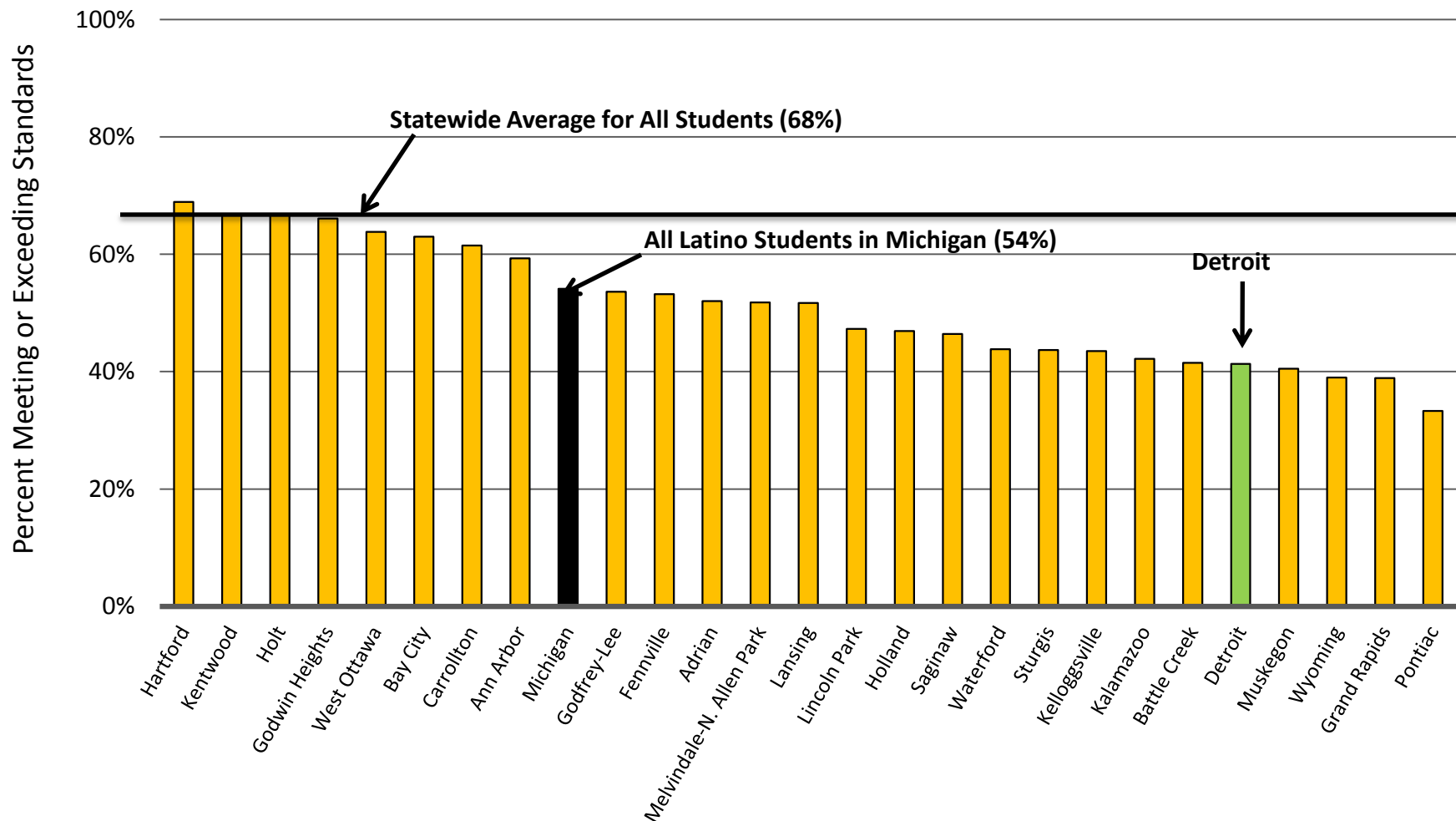
2011 Grade 8 Math MEAP



Source: Michigan Department of Education, Fall 2011 MEAP Four Year Comparison (Gap Analysis): http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---.00.html

Percentage of Latino Students Meeting or Exceeding Standards By District

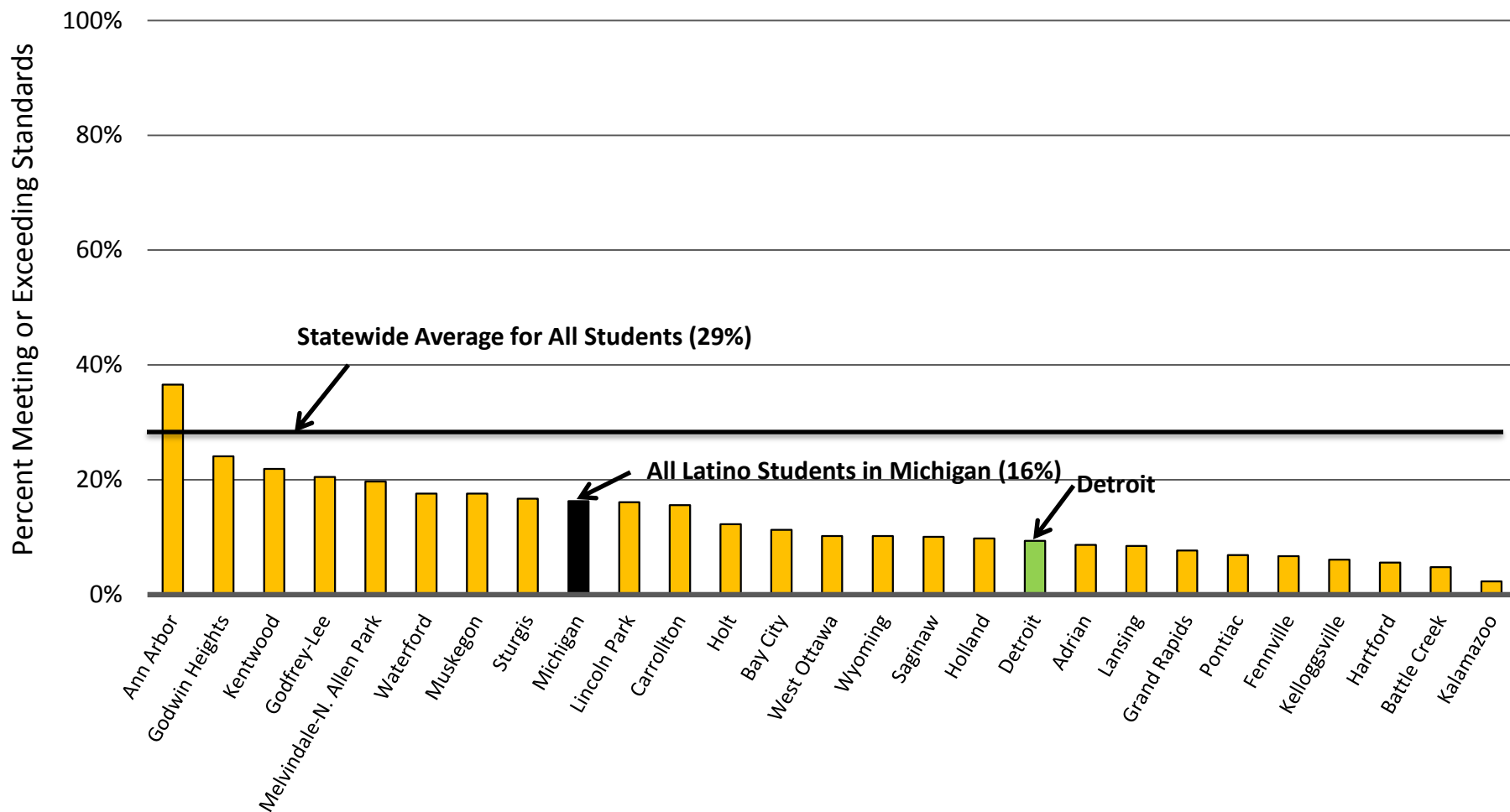
2011 Grade 4 Reading MEAP



Source: Michigan Department of Education, Fall 2011 MEAP Four Year Comparison (Gap Analysis): http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---.00.html

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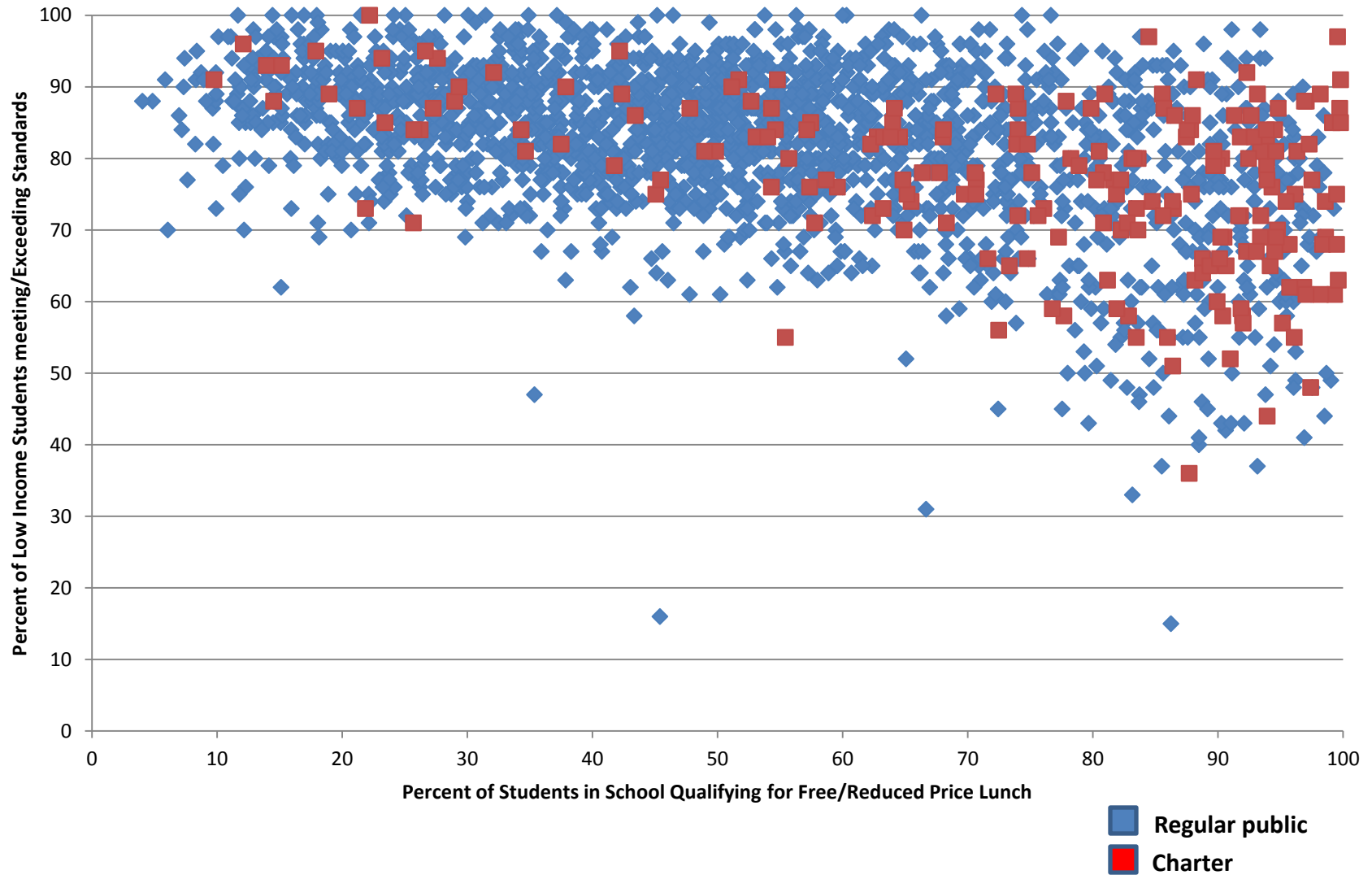
2011 Grade 8 Math MEAP



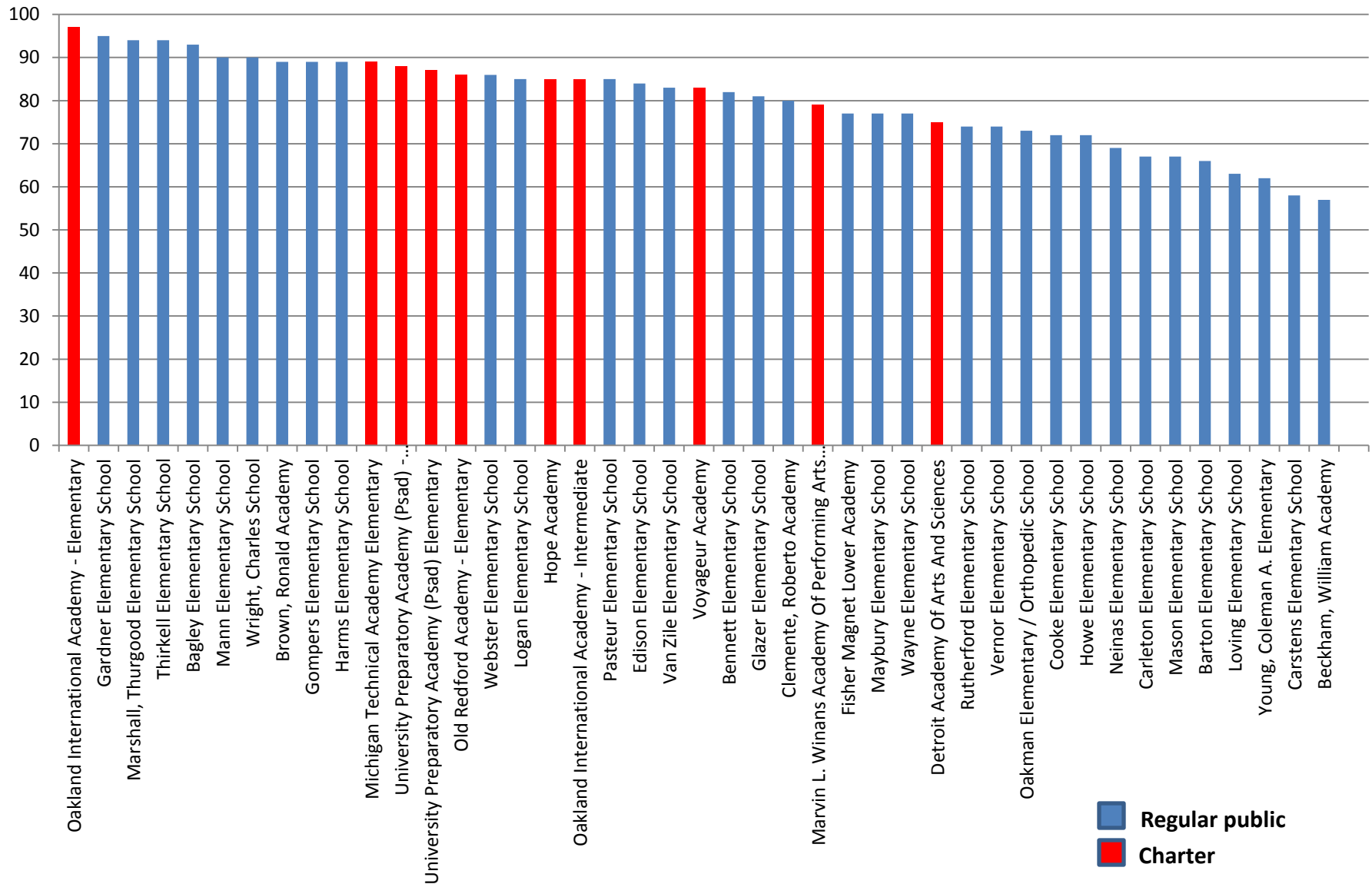
Source: Michigan Department of Education, Fall 2011 MEAP Four Year Comparison (Gap Analysis): http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---.00.html

Charter schools

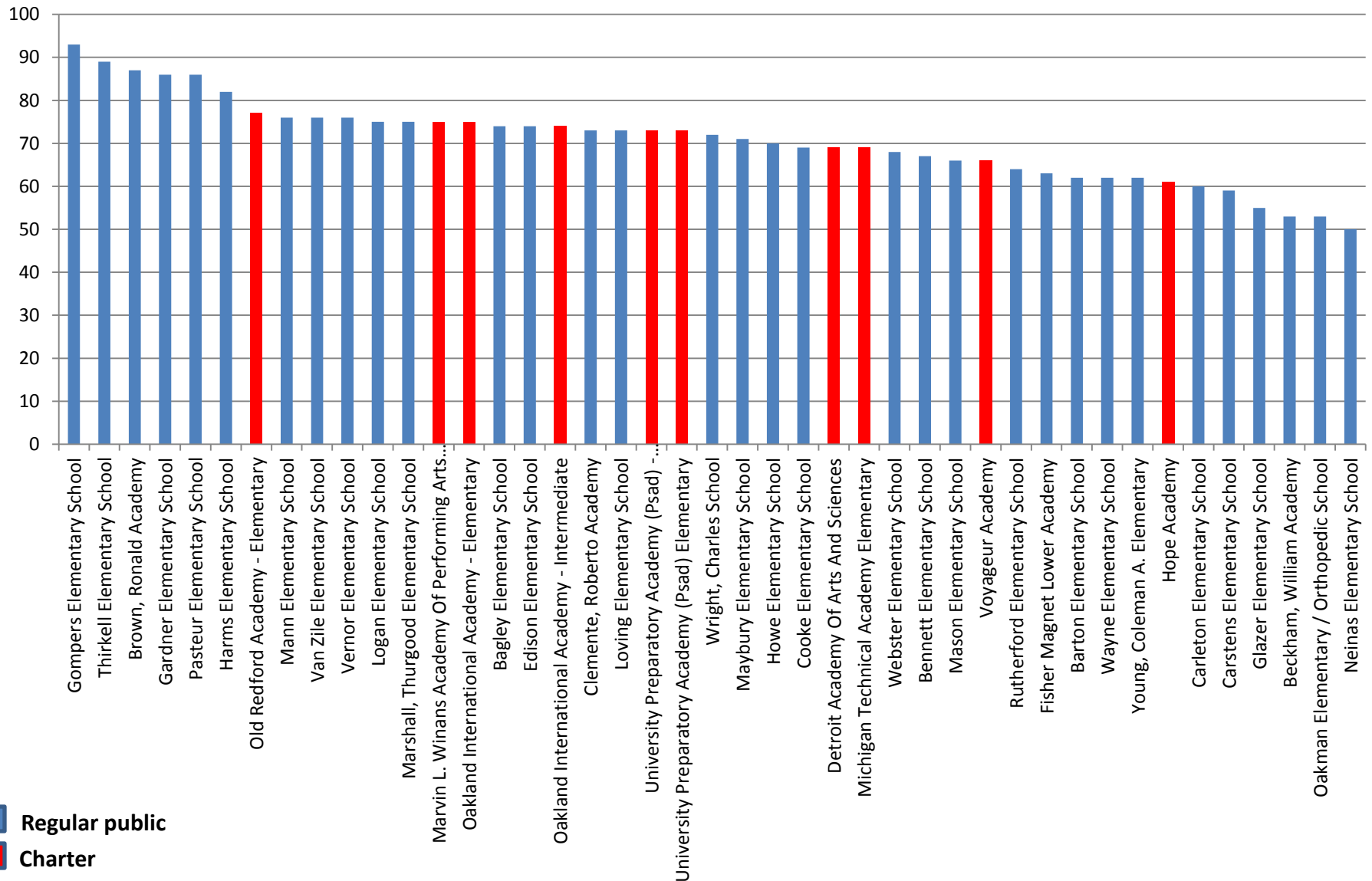
Fall 2010 Math Proficiency Rates of Low Income Students at Charter and Regular Public Schools



Percent of Low Income Students Meeting/Exceeding State Standards in Math - Detroit High Poverty Elementary Schools



Percent of Low Income Students Meeting/Exceeding State Standards in Reading - Detroit High Poverty Elementary Schools



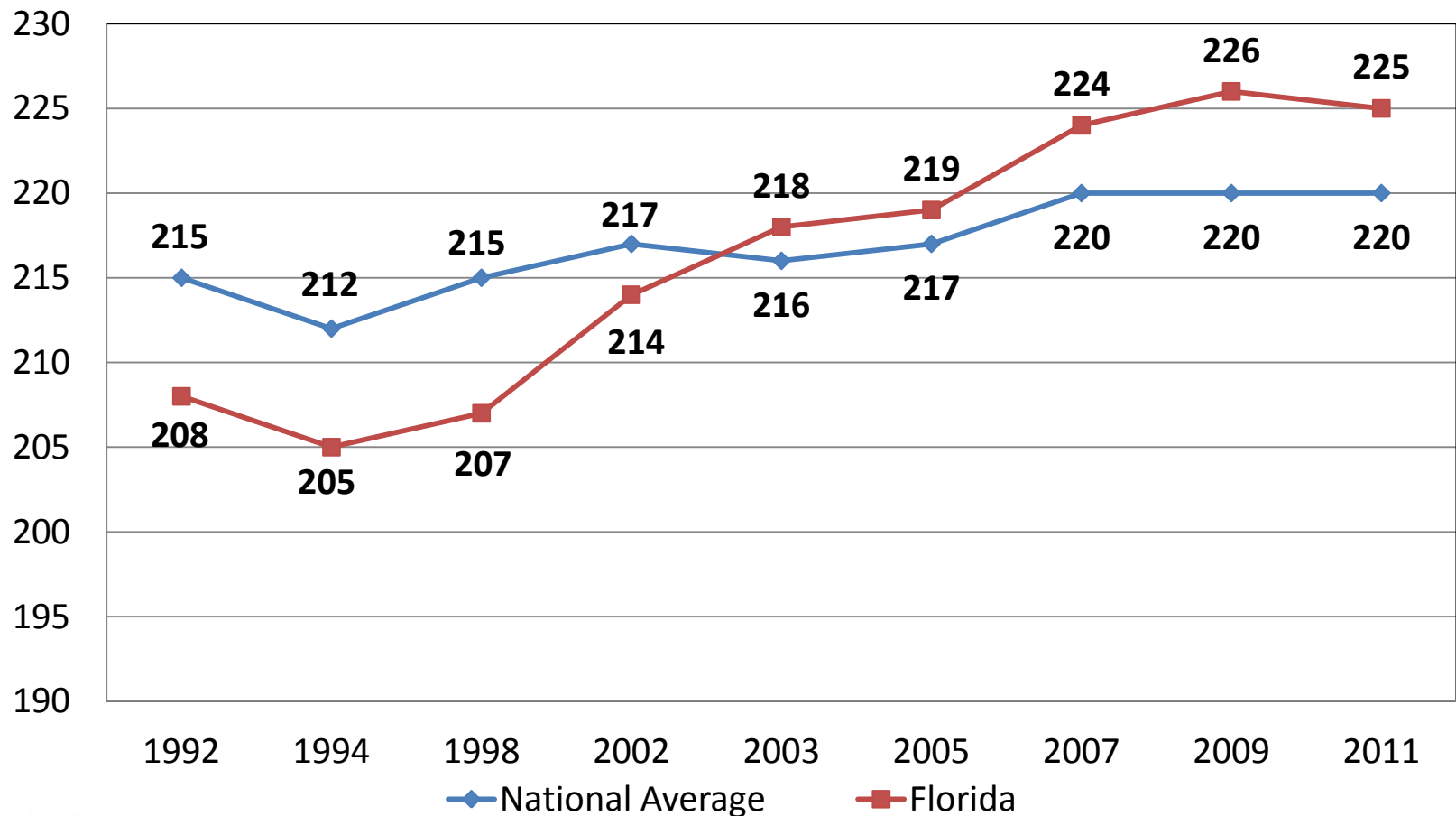
Sobering data but there are some
hopeful pathways to progress.



State level hope: Florida

NAEP

**Average NAEP 4th Grade Reading Scores,
Florida and National Average 1992-2011**



Impact of an A – F School Grading System

- **Excellence v. Complacency**
 - School grading brought a **Command Focus on Learning**.
 - Administrators, educators and parents aren't satisfied with "C" grades, or even "B" grades. Everyone strives for **Excellence**.
- **Media & Public Attention**
 - Transparency in evaluating school performance attracts more attention to education, from extensive media coverage on the quality of education in individual schools to even realtors and realtor guides highlighting good school grades as a selling point on the housing market.
- **Statewide Competition to be the "Best of the Best"**
 - Based on their grades of their schools, each county district in Florida earns a single letter grade, creating added competition.
- **Community Support**
 - Low performing schools are easily identified and communities rally around them. Florida has witnessed countless stories of communities coming together to improve schools and raise student achievement.
- **School Pride**
 - Grading schools establishes public perception of both high performing and low performing schools, creating more ownership at the local level and added incentive to achieve or maintain excellence.

An End to Social Promotion

- Emphasis on reading as a gateway to learning.
 - 3rd grade: students are learning to read.
 - 4th grade: students are reading to learn.
- An end to social promotion in 3rd grade.
 - Students who score the **lowest level** (level 1 out of 5) in reading on the 3rd grade FCAT **must be retained** unless the student meets good cause exemptions.

1	2	3	4	5
Below Grade	Below Grade	Grade Level	Above Grade	Above Grade

Hopeful pathways to progress in MI



Baylor-Woodson Elementary School

Inkster, MI

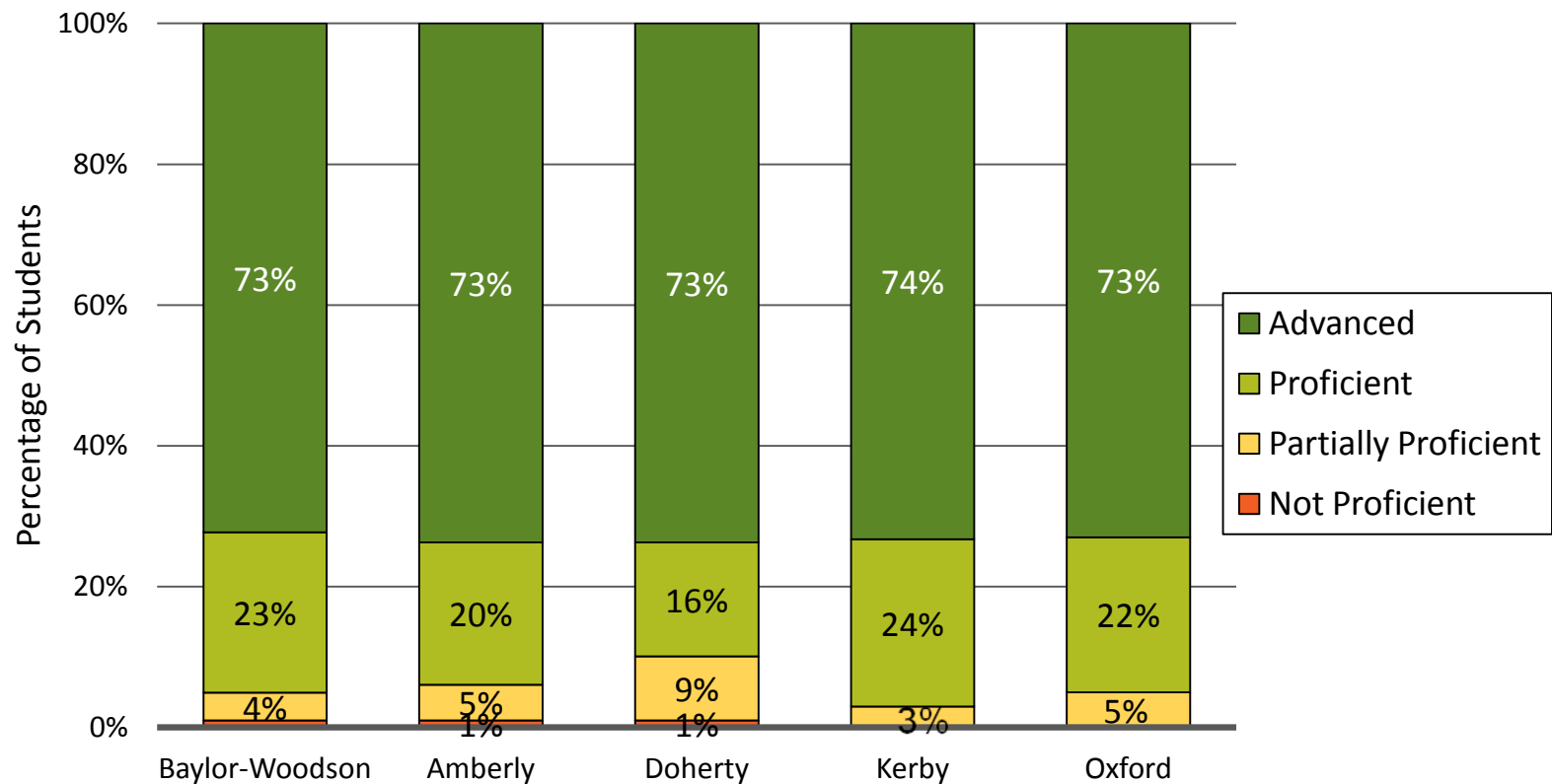
- 556 students in grades 3 – 5
 - 98% African American
- 84% Low Income



Note: Data are for 2010-2011 school year
Source: Michigan Department of Education

Baylor-Woodson Performance Equal to Schools in Portage, West Bloomfield, Grosse Pointe and Oxford

All Students – Grade 5 Math (Fall 2010)



Source: Michigan Department of Education

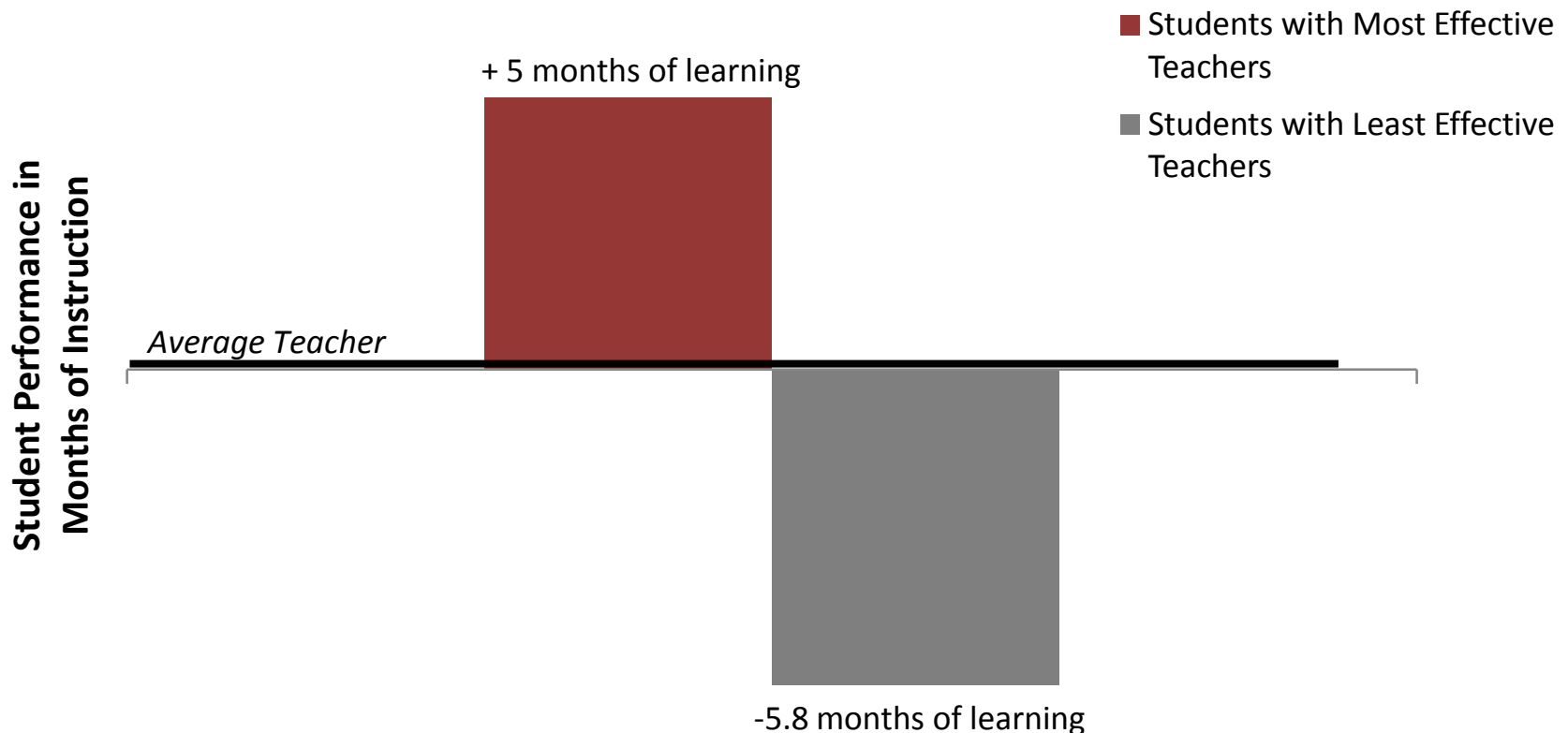
Baylor-Woodson's Strategies

- Talent transformation
- Strategic use of resources
- Improved instruction and alignment with state standards
- Taking off the “jacket of poverty”

Focusing on teacher quality in Michigan

The difference between top and lowest-performing teachers is equivalent to more than a year of instruction.

Student Performance on SAT 9 Reading Open-Ended Test



Source: Measures of Effective Teaching Project, Bill & Melinda Gates Foundation



In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

Site	S Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08 ¹	U Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08 ²
Denver ³	2,676	22 (0.8%)
Jonesboro ⁴	246	0 (0%)
Pueblo ⁵	1,284	2 (0.2%)
Toledo ⁶	1,768	3 (0.2%)

All data for tenured/non-probationary teachers.

¹ Source: District extant data supplied between April 2008 and March 2009

² Source: District extant data supplied between April 2008 and March 2009

³ Number evaluation ratings assigned between SY 2003-04 to SY 2007-08

⁴ Number of evaluation ratings assigned between SY 2003-04 to SY 2005-06

⁵ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

⁶ Number of evaluation ratings assigned between SY 2005-06 to SY 2007-08

Centrist Teacher Legislation

- The Education Trust Midwest led the development and passage of a transformational teacher quality package (June 2011).
- Tenure in Michigan was awarded simply based upon time served.
Michigan teacher tenure now is based on performance.
- **Performance-Based Teacher Lay-Off:** Performance now is the majority factor in determining which teachers in Michigan are laid off, in addition to teachers' special training and accomplishments and in some cases, teachers' years of experience.
- Districts must now use four standardized rating categories (ineffective, minimally effective, effective, highly effective) in educator evaluations.
- **State is developing a voluntary default evaluation model.**

Centrist Teacher Legislation

- **Developing a Pathway toward Consistent and Fair Educator Evaluation Standards:** Presently in Michigan, every school district defines its own student growth measure, meaning parents and students don't know how their schools and teachers are doing compared to other schools and districts. This practice can lead to inconsistent and unreliable performance evaluation. For example, a teacher in one district might receive an ineffective performance rating while a comparable teacher in another district could receive an effective or even highly effective rating. The present system provides neither parents nor educators any assurance of consistent, honest or reliable information. The legislation creates a Governor's Council on Educator Effectiveness to address these and other outstanding issues.

Creation of the Governor's Council on Educator Effectiveness

- The Governor's Council on Educator Effectiveness has been formed to iron out details a state voluntary default evaluation system to recommend to the legislature. The Governor's Council will be chaired by renowned scholar and Dean of the University of Michigan School of Education Dr. Deborah Ball.
- The Council will be comprised of 5 members and the Superintendent of Public Instruction or his designee as a nonvoting member.
- Among the recommendations the Governor's Council is charged with developing:
 - Student growth and assessment tool that is a value added model.
 - A state default evaluation system for teachers.
 - A state evaluation system for school administrators.
 - Recommended definitions for effectiveness rating categories.
 - A process for evaluating and approving local evaluation systems.

Why was reform needed?

- Research shows that the most important in-school factor for students is the classroom teacher.
- Michigan's antiquated tenure system awarded tenure simply by clocking time.
- The decision to grant tenure needed to become a **performance-based, deliberate process**—only allowing teachers with proven track record to earn the privilege of tenure. Currently, MI districts have a wide variety of teacher evaluation systems—some that do a decent job, and others that do a terrible job at giving teachers feedback.
- Parents and districts need honest, comparable information about the quality of their teachers and schools' student learning.
- Teachers need better information about their practice to improve their practice.
- Consistency in at least some components of teacher evaluation is critical to ensuring equitable distribution of effective teachers statewide.

Challenges of implementation

Potential challenges in Michigan

- Implementation of new common core standards
- Communicating and sharing changes with the field
- Ensuring high-quality evaluator training, including for master teachers
- District and state capacity
- Continual feedback and improvement of evaluation system

Challenges in other states

- Questions of commitment to change in field
 - Some educators don't believe teacher quality matters or in the process
- Usefulness to the field
 - Vehicle for strong professional development
 - Improving teacher practice

Challenges in other states

- Logistical challenges
 - Widely variant ratings between districts statewide
 - Challenges in getting evaluations completed
- Establishments pushback
 - Fear and discomfort
 - Ease of use
- Release of individual teacher value-added scores in NYC
 - Feeds the fear
 - MI: model for a different pathway

Why must we struggle our way
through change?

Because our kids need and deserve it.



Source:

Questions?

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