Stalled to Soaring: Michigan’s Path to Educational Recovery
Agenda

• Background on ETM
• Trends in student achievement nationwide
• A closer look at Michigan’s declining student performance
• Lessons learned from leading education states: Tennessee and Massachusetts
• Michigan’s path to educational recovery
Our Mission

• The Education Trust-Midwest works for the high academic achievement of all Michigan students, pre-kindergarten through college.

• Our goal is to close the gaps in opportunity and achievement for all children, particularly those from low-income families or who are African American, Latino or American Indian.
About the Education Trust-Midwest

• The Education Trust-Midwest is nonpartisan, independent, data-driven and research-based.

• ETM is a statewide education policy, practice and advocacy organization.

• ETM was a leading organization in the 2011 tenure reforms and has researched educator evaluation throughout the state and country for more than two years.
The Good News: Narrowing Gaps and Soaring Achievement
Achievement Improving Nationwide

• Highlights from the 2012 NAEP Long-Term Trend Assessment:
  – Achievement of African-American and Latino students at all ages has risen significantly in reading since the 1970s
  – 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
  – Among 17-year-olds, the black-white and Latino-white gaps in reading have narrowed by about half
Large Gains for All Groups of Students, Especially Students of Color Nationwide

9 Year Olds – NAEP Reading

*Denotes previous assessment format

Performance for All Groups Has Risen Dramatically Nationwide

13 Year Olds – NAEP Math

*Denotes previous assessment format

The Bad News: Michigan’s Students Lag Terribly Behind Nation
Michigan’s Education Recession

• **Statewide Achievement**
  – In fourth-grade, Michigan ranks in the bottom 5 states for improvement in both math and reading over the last decade

• **African-American & Latino Achievement**
  – African-American fourth-graders rank last in math in 2013.
  – Ten years ago, Michigan’s Latino students ranked in or near the top half of the country in fourth- and eighth-grade math and reading. In 2013, their rank fell in all four subjects, and now rank near the bottom in fourth- and eighth-grade math.
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
MI Losing Ground on 4th Grade Reading

Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2011-13)

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

**Relative Rank of All Students 2003-2013**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
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Note: Rankings are among all 50 states
Source: NCES, NAEP Data Explorer
## Michigan NAEP Performance

Relative Rank of African-American Students 2003-2013

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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 2003-2013

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<th>Grade</th>
<th>Subject</th>
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Note: Rankings are among the states that reported data for Latino students.
Source: NCES, NAEP Data Explorer
Michigan’s Education Recession

• *Higher-Income Student Achievement*
  – Ten years ago, Michigan’s higher-income students ranked above the national public average in fourth-grade reading and math and eighth-grade reading.
  – Today they rank 38th in fourth-grade reading, 32nd in fourth-grade math, and 31st in eighth-grade reading.

• *Urban Student Achievement*
  – When Detroit Public Schools students first took this test back in 2009, national experts said that no district had scored lower in the test’s history
  – Only 7 percent of the city’s fourth-graders were reading on grade level in 2013
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Note: Rankings are among all 50 states
Source: NCES, NAEP Data Explorer
Charter School Achievement

- Both traditional public schools and charters have high-performing schools, many mediocre schools and too many low-performers.
- 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.
- Looking only at high-poverty schools that have been open for three or more years, we can see that many Detroit charters perform the same or worse than Detroit Public Schools.
Detroit African-American Students Last in Math

Grade 8 – NAEP Math (2013)

Note: Basic Scale Score = 262; Proficient Scale Score = 299

Source: NAEP Data Explorer, NCES
Low-Income Students’ Math Performance Similar in Detroit High Poverty Charter and Traditional Public Elementary Schools – 2013

- **Statewide Proficiency Rate for All Students (41%)**
- **All Low-Income Students in Michigan (26%)**
- **Detroit (13%)**

Source: Fall 2013 MEAP Four Year (Gap Analysis), CEPI, Fall 2012 Building Data, Free and Reduced Lunch Counts.

Note: Elementary schools have enrollment in at least one grade 3-6 and no grade 7 or grade 8 enrollments. High poverty schools are in the top quartile of percent of students who qualify for free or reduced-price lunch, which means that 72% or more students are low-income. Only schools with three years of MEAP data are included.
The Good News: Leading Education States Provide Hope & Proven Strategies
A Global Model for Learning: Massachusetts
A Global Model for Learning: Massachusetts

• If Massachusetts was a country, its eighth-graders would rank 2nd in the world in science and 6th in the world in math.

• Michigan would rank well below Slovenia and nearly half the other states in science.

• On 2013 NAEP, Massachusetts gained 20 points in math for low-income eighth-graders—roughly the equivalent of two additional years worth of math instruction
  – In other words, Massachusetts’ low-income eighth-graders are about a year and a half ahead of their Michigan counterparts in math
Massachusetts Near the Top in Math Worldwide

Source: U.S. States in a Global Context: NAEP-TIMSS Linking Study
African-American Students Improving in Math in Leading States

NAEP Grade 8 – Math – African-American

Source: National Center for Education Statistics, State Comparisons Tool
Massachusetts leads the nation in math

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

Source: National Center for Education Statistics, State Comparisons Tool
What led to Massachusetts’ success?

• Major reforms began over twenty years ago in 1993:
  – Rigorous standards, requirements and assessments
  – Regulated high-quality charter development
  – Additional professional development for educators
  – Greater funding equity to schools and districts

• Despite Massachusetts' long history of reform, education remains a priority for state leaders
Steadfast Commitment to Education

• In 2007, Gov. Deval Patrick approved a 10-yr plan to improve education:
  – Greater grade-level alignment of curricula
  – Expanded learning time
  – Equitable funding, especially for special education students
  – Universal Pre-K and full day Kindergarten

• In 2010, legislation expanded *proven* charter schools and gave superintendents greater leeway to turnaround their worst-performing schools
Tennessee: Leading the Nation for Student Growth
Tennessee: Leading the Nation for Student Growth

- Tennessee has historically struggled in achievement, with wide gaps among African-American and white students
- But Tennessee has turned a corner, now outperforming Michigan, despite trailing Michigan for years
  - In 2003, Tennessee’s rank in fourth-grade math was lower than Michigan’s and the state ranked 43rd in the country – well below Michigan’s ranking of 27th.
  - Ten years later, Tennessee ranks 37th compared to Michigan’s 42nd on the 2013 national assessment.
Tennessee: Leading the Nation for Student Growth

• On the 2013 national 8th grade reading assessment 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.
  – Equivalent to about an extra year of learning for African-American eighth-graders
Tennessee African-American Students Outpace MI Over Last Decade

NAEP Grade 4 – Reading – African American

Source: National Center for Education Statistics, State Comparisons Tool
What led to Tennessee’s Recent Success?

• A commitment to educational reform, despite different political parties in the governor’s office, produced large growth:
  – One of the nation’s first K-12 data systems
  – Pre-K through higher-education (P-20) longitudinal data system
  – Pilot early warning system for at-risk student progress
  – $517 million increase in school funding in 2007 over three years
  – Over 30,000 educators trained in Common Core standards
  – Development of the state’s first system of educator coaching, support, and evaluation
Low Quartile Students Gain More From College Prep Courses*

*Grade 8-Grade 12 test score gains based on 8th grade achievement.

Source: USDOE, NCES, Vocational Education in the United States: Toward the Year 2000, in Issue Brief: Students Who Prepare for College and Vocation

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Differences in teacher effectiveness account for large differences in student learning

The distribution of value-added scores for ELA teachers in LAUSD

# National Inequities in State and Local Revenue Per Student

<table>
<thead>
<tr>
<th></th>
<th>Gap</th>
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<tr>
<td>High Poverty vs. Low Poverty Districts</td>
<td>−$773 per student</td>
</tr>
<tr>
<td>High Minority vs. Low Minority Districts</td>
<td>−$1,122 per student</td>
</tr>
</tbody>
</table>

Michigan’s Progress: The Path to Educational Recovery
Michigan’s Current Progress

- Michigan has taken some important steps forward:
  - Adoption of rigorous college- and career- ready standards
  - Stricter graduation requirements
  - Initial steps toward statewide educator evaluation and support system
Michigan’s Path to Educational Recovery

• Current efforts must be sustained, while others require improvement or action:
  – Effective Teaching and School Leadership
  – High Expectations for All Students
  – Support for All Teachers
  – School Accountability and Support
  – Targeted Investments
  – Empowering Parents and Communities
Conclusion: We Can Move from Stalled to Soaring
We Can Move from Stalled to Soaring

• High achieving and high growth states reveal proven strategies that strong investment can produce improved student learning.

• There are positive signs of progress, but Michigan is not yet doing nearly enough.

By making a sustained, comprehensive investment in the strategies we know work, Michigan can get back on track.
Interested in the latest news and groundbreaking research on Michigan education?

email: assistant@edtrustmidwest.org

or visit: edtrustmidwest.org
THANK YOU!

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