Good teachers
are the key to student success.

Michigan has more than **100,000** teachers. They are key to pulling our state up from the bottom and into the **Top Ten**. In order to get where we want to go, we need to know what our starting point looks like.

Almost four years since the passage of tenure and evaluation reform in Michigan, **97%** of teachers and administrators are told they are "effective" or "highly effective," even when students **aren't making progress** in reading and math. The system is broken and it's costing our kids, our state, and our teachers.

For decades, Michigan has missed the boat by not implementing a coherent strategy to improve and support our state's teachers and school leadership.

Instead of building a strong foundation for our state's teachers, we've treated them like they're interchangeable.

Why focus on teaching quality?

Of all of the things that schools can control, such as class sizes, curriculum, textbooks, the **quality of a child's teacher** is the strongest determinant of student achievement.

It's time to build that support network.

Let's make sure they have the right tools to succeed.

- Each **TEACHER** deserves to have meaningful, high-quality data about how their instruction is impacting student learning and thoughtful support.
- Each **STUDENT** deserves to have an effective teacher in their classroom.
- Each **SCHOOL** deserves the tools to make more informed decisions around classroom and student needs.

Why now?

Michigan's most vulnerable students are paying the price of the state's inaction. Research from around the country has shown that low-income children and students of color are much more likely to be taught by ineffective teachers than their white and higher-income peers. Yet, data has also shown that having an *effective* teacher three years in a row can actually **close racial and economic achievement gaps**.

We have a path forward that we know can lead to success. Yet, in order to know how far we've come, we need to have a clear way to measure if our efforts are working.

That means evaluating our teachers **and supporting their improvement.**

What would a strong evaluation and support system look like?

Michigan needs to make a full investment in evaluation, support, and training for our teachers. We need to require districts to use evaluation systems that meet minimum standards. We need a clearer benchmark about what effective teaching means. We need a data system that provides constructive feedback.

Other leading education states such as Tennessee have shown how a high-quality evaluation and support system can help dramatically and quickly transform our schools.
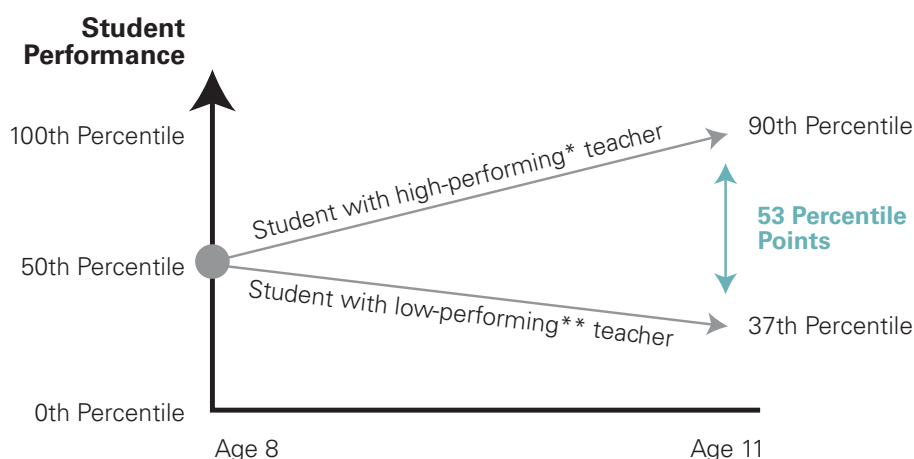

Let's get Michigan on track.

Where do we begin?

The new statewide teacher evaluation and support system should start in the early grades, prioritizing teachers of K-3 literacy, so that the most important teachers in a child's schooling – those who teach them how to read – will get the feedback they need to improve first.

By supporting teachers, Michigan can be a top ten state by 2030.

The Effect of Teacher Quality

Student Performance

100th Percentile
Student with high-performing* teacher → 90th Percentile
50th Percentile
53 Percentile Points
Student with low-performing** teacher → 37th Percentile
0th Percentile

Age 8 — Age 11

*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

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

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