Raising Achievement and Closing Gaps in Michigan: What Do We Know About What It Will Take?

Presentation to Flint FACT, October 4, 2011
Amber Arellano, Executive Director, The Education Trust--Midwest
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 non-partisan, independent, and research-based.

• The Education Trust-Midwest is a state-wide education policy, practice and advocacy organization.

• The Education Trust-Midwest is focused first and foremost on doing what is right for Michigan students—we are the only such voice in the state of Michigan.
About the Education Trust Midwest

• Affiliated with national Education Trust founded in 1991.

• Established with generous support from the W.K. Kellogg Foundation and the Skillman Foundation.

• Staffed by Michiganders who are invested in working for Michigan students for the long term.
How does Education Trust Midwest carry out its work?

• We serve as a watchdog and independent source of reliable and honest information for families, educators, journalists, policymakers and others.

• We conduct research and analyze local, state, and national data, then use what we learn to help build broader understanding of achievement and opportunity gaps and how to close them.

• We provide expertise and practical assistance, working alongside educators, parents, students, policymakers, and civic and business leaders in their efforts to transform schools and colleges into institutions that serve all students well.

• We participate actively in national and state policy debates, bringing lessons learned from on-the-ground work and from unflinching data analyses to build the case for policies that will help all students and schools reach high levels of achievement.

• For more information check out: www.edtrustmidwest.org
What do we know about trends in student achievement?

National Assessment of Educational Progress (NAEP) Long-Term Trends
First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps, we appear to be turning the corner with our younger students.
Record Performance with Gap Narrowing

9 Year Olds – NAEP Reading

*Denotes previous assessment format
Source: NAEP 2008 Trends in Academic Progress, NCES
Record Performance for All Groups

9 Year Olds – NAEP Math

Average Scale Score


- African American
- Latino
- White

*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES
Record Achievement for All Groups, (but Gaps Just as Wide as in 1990)

13 Year Olds – NAEP Math

*Denotes previous assessment format
Source: NAEP 2008 Trends in Academic Progress, NCES
And next time somebody tells you, “We’re spending more on education, but the results are flat,” show them the results of a decade of effort in mathematics...
1996 NAEP Grade 4 Math

By Race/Ethnicity – Nation

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Proficient/Advanced</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>24%</td>
<td>3%</td>
<td>73%</td>
</tr>
<tr>
<td>Latino</td>
<td>32%</td>
<td>7%</td>
<td>61%</td>
</tr>
<tr>
<td>White</td>
<td>26%</td>
<td>49%</td>
<td>26%</td>
</tr>
</tbody>
</table>

Source: NAEP Data Explorer, NCES
2007 NAEP Grade 4 Math

By Race/Ethnicity – Nation

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Proficient/Advanced</th>
<th>Basic</th>
<th>Below Basic</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>15%</td>
<td>48%</td>
<td>37%</td>
</tr>
<tr>
<td>Latino</td>
<td>22%</td>
<td>47%</td>
<td>31%</td>
</tr>
<tr>
<td>White</td>
<td>51%</td>
<td>40%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Source: NAEP Data Explorer, NCES
More low-income students are performing at higher levels today than in 1996

Lower Income Students (National Public) – Grade 4 NAEP Math

<table>
<thead>
<tr>
<th>Percentage of Students</th>
<th>1996</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proficient/Advanced</td>
<td>7%</td>
<td>21%</td>
</tr>
<tr>
<td>Basic</td>
<td>33%</td>
<td>49%</td>
</tr>
<tr>
<td>Below Basic</td>
<td>60%</td>
<td>29%</td>
</tr>
</tbody>
</table>

Source: NAEP Data Explorer, NCES
Bottom Line:

When we really focus on something, we make progress.
Clearly, though, much more remains to be done in elementary and middle school.

Too many students still enter high school way way behind.
2009 NAEP Grade 4 Reading
All Students, Nation

Percentage of Students

- Proficient/Advanced: 31%
- Basic: 34%
- Below Basic: 34%

Source: NCES, NAEP Data Explorer
2009 NAEP Grade 8 Math
All Students, Nation

Percentage of Students

- Proficient/Advanced: 32%
- Basic: 39%
- Below Basic: 29%

Source: NCES, NAEP Data Explorer
However, NAEP performance in Michigan is less inspiring.
## Michigan NAEP Performance

Students Overall – Grade 4 Reading

<table>
<thead>
<tr>
<th>Average Scale Score</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>219</td>
<td>218</td>
<td>220</td>
<td>218</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relative Rank</th>
<th>25th</th>
<th>30th</th>
<th>30th</th>
<th>34th</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Tied</td>
<td>Tied</td>
<td>Tied</td>
<td>Tied</td>
</tr>
</tbody>
</table>

Note: Rankings are among all 50 states
Source: NCES, NAEP Data Explorer
### Michigan NAEP Performance

**Students Overall – Grade 8 Math**

<table>
<thead>
<tr>
<th></th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Scale Score</strong></td>
<td>276</td>
<td>277</td>
<td>277</td>
<td>278</td>
</tr>
<tr>
<td><strong>Relative Rank</strong></td>
<td>34&lt;sup&gt;th&lt;/sup&gt;</td>
<td>33&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Tied 35&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tied 36&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer
Low achievement and gaps have big consequences for our international competitiveness
A few years ago, we got a wake up call when the 2000 Programme for International Assessment (PISA) results were published.
PISA Performance
U.S.A. Ranks Near Bottom, Has Fallen Since 2000

<table>
<thead>
<tr>
<th>Subject</th>
<th>2000 Rank (out of 26)</th>
<th>2003 Rank (out of 26)</th>
<th>2009 Rank (out of 26)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>20&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Science</td>
<td>13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Tied 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>13&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

Note: Rankings are for the 26 OECD countries participating in PISA in 2000, 2003, 2006, and 2009. Source: PISA 2006 Results, OECD
Of 34 OECD Countries, U.S.A. Ranks 25th in Math

Source: “Highlights from PISA 2009,” NCES, 2010
And there’s been little progress in our high schools
Gaps as Wide as in 1990

17 Year Olds – NAEP Reading

*Denotes previous assessment format
Source: NAEP 2008 Trends in Academic Progress, NCES
Since 1990, African American – White Gap Has Not Narrowed

17 Year Olds – NAEP Math

*Denotes previous assessment format

Source: NAEP 2008 Trends in Academic Progress, NCES
These gaps begin before children arrive at the schoolhouse door.

But, rather than organizing our educational system to ameliorate this problem, we organize it to exacerbate the problem.
How?

By giving students who arrive with less, less in school, too.
Less Money
National Inequities in State and Local Revenue Per Student

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

Lower Expectations
A frequent theme in literature is the conflict between the individual and society. From literature you have read, select a character who struggled with society. In a well-developed essay, identify the character and explain why this character’s conflict with society is important.
10th Grade – Writing Assignment

Write a composition of at least 4 paragraphs on Martin Luther King’s most important contribution to this society. Illustrate your work with a neat cover page. Neatness counts.
Less Access to Rigorous Courses Aligned with the Expectations of Colleges and Employers
The single biggest predictor post-high school success is the **QUALITY AND INTENSITY** OF THE HIGH SCHOOL CURRICULUM

Low-SES Students are Less Likely to Attend High Schools that **Offer** High-Level Math Courses

They *are* likely to attend high schools that offer courses like these:

Algebra Art
Pre-Spanish
Future Studies
Exploring
Principles of PE
Teen Living
Life Management
Food Fundamentals
Winter Activities

Source: Education Trust Analysis of High School Transcripts; 2005
And Less Access to the Best Teachers
Core classes in high-poverty and high-minority secondary schools are more likely to be taught by out-of-field teachers.

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Classes Taught by Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Poverty</td>
<td>41%</td>
</tr>
<tr>
<td>Low Poverty</td>
<td>17%</td>
</tr>
<tr>
<td>High Minority</td>
<td>30%</td>
</tr>
<tr>
<td>Low Minority</td>
<td>16%</td>
</tr>
</tbody>
</table>

Note: Data are for secondary-level core academic classes (Math, Science, Social Studies, English) across United States. High-poverty ≥75% of students eligible for free/reduced price lunch. Low-poverty school ≤15% of students eligible. High-minority ≥ 75% students non-white. Low-minority ≤ 10% students non-white.

Source: The Education Trust, *Core Problems: Out-of-Field Teaching Persists in Key Academic Courses and High-Poverty Schools*, (2008)
Students at High-Minority Schools More Likely to Be Taught by Novice Teachers

Note: Novice teachers are those with three years or fewer experience.
High-minority ≥ 75% students non-white. Low-minority ≤ 10% students non-white,
Tennessee: High poverty/high minority schools have fewer of the “most effective” teachers and more “least effective” teachers

Note: High Poverty/High minority means at least 75% qualify for FRPL and at least 75% are minority.
Results are devastating.

Kids who come in a little behind, leave a lot behind.
African American and Latino 17 Year-Olds Do Math at Same Levels As White 13 Year-Olds

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress
African American and Latino 17 Year-Olds Read at Same Levels As White 13 Year-Olds

Source: National Center for Education Statistics, NAEP 2004 Trends in Academic Progress
And this is of the students who stay in through 12th grade.
Nationwide, African American, Latino, and Native American students are far less likely to graduate from high school.

Note: Data show the averaged freshman graduation rate, or the percentage of incoming freshmen who graduate with a high school diploma four years later.
This means that of the nearly 4 million students who entered 9th grade in 2002-03, more than 1 million did not graduate by 2005-06.

What Can We Do?

An awful lot of people have decided that we can’t do much.
What We Hear Many Leaders Say:

• They’re poor
• Their parents don’t care
• They come to schools without breakfast
• Not enough books
• Not enough parental involvement

Source: N/A
But if they are right, why are low-income students and students of color performing so much higher in some schools...
North Godwin Elementary School
Grand Rapids, Michigan

- 436 students in grades K-4
  - 11% African American
  - 43% Latino
  - 36% White

- 75% Low-Income

Source: Michigan Department of Education
High Performance Across Groups at North Godwin

Grade 4 Reading (2010)

Percentage Meeting or Exceeding Standards

Overall | Latino | White | Lower Income | Higher Income
---|---|---|---|---
97% | 100% | 97% | 98% | 96% | 92%

Source: Michigan Department of Education
Exceeding Standards at North Godwin

Latino Students – Grade 4 Math (2010)

- North Godwin:
  - Exceeding Standards: 63%
  - Meeting Standards: 37%
  - Not Meeting Standards: 11%

- Michigan:
  - Exceeding Standards: 28%
  - Meeting Standards: 61%

Source: Michigan Department of Education
Available at Harvard Education Press (www.hepg.org) or Amazon.com
Very big differences at district level, too—even in the performance of the “same” group of students.
Percentage of African American Students Meeting or Exceeding Standards By District
2010 Grade 4 Reading MEAP

Source: Michigan Department of Education Fall 2010 MEAP Data: http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html
Percentage of African American Students Meeting or Exceeding Standards By District
2010 Grade 8 Math MEAP

All African American Students in Michigan

Detroit
Flint

Source: Michigan Department of Education
Percentage of Latino Students Meeting or Exceeding Standards By District
2010 Grade 4 Reading MEAP

Source: Michigan Department of Education
Percentage of Latino Students Meeting or Exceeding Standards By District
2010 Grade 8 Math MEAP

Source: Michigan Department of Education
Average Scale Scores by District: Low-Income Students

Grade 4 – NAEP Reading (2009)

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238)
Average Scale Scores by District:
Low-Income Students

Grade 8 – NAEP Math (2009)

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 299)
Very big differences within a district as well. Let’s take a look at performance at some Flint schools.
Percentage of Students in **Flint** Meeting or Exceeding Standards By School
2010 Grade 4 Reading MEAP

Source: Michigan Department of Education Fall 2010 MEAP Data: [http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html](http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html)
Percentage of Students in **Flint** Meeting or Exceeding Standards By School

2010 Grade 4 Math MEAP

Source: Michigan Department of Education Fall 2010 MEAP Data: [http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html](http://michigan.gov/mde/0,4615,7-140-22709_31168_31530---,00.html)
Bottom Line:

At every level of education, what we do matters a lot!
What Do We Know About How To Accelerate Success?

What do the high performers do?
#1. They focus on what they *can* do, rather than what they *can’t*. 
The leaders in high-performing high poverty schools and districts don’t do that.

They focus on what they can do, not on what they can’t.
“Some of our children live in pretty dire circumstances. But we can’t dwell on that, because we can’t change it. So when we come here, we have to dwell on that which is going to move our kids.”

Barbara Adderly, Principal, M. Hall Stanton Elementary, Philadelphia
#2. They don’t leave anything about teaching and learning to chance.
An awful lot of our teachers—even brand new ones—are left to figure out on their own what to teach and what constitutes “good enough” work.
“No,” say the education leaders. “They’re supposed to teach to standards!”

But when is the last time you looked at a standard?
Sample History Standard

“Students understand how science, technology and economic activity have developed, changed and affected societies throughout history.”
What does this do?

Leaves teachers entirely on their own to figure out what to teach, what order to teach it in, HOW to teach it...and to what level.
Students can do no better than the assignments they are given...
Low-income and minority students are also less likely to have access to high-quality assignments.

*Using the same textbook, School A in California offered high-level assignments; School B did not.*

<table>
<thead>
<tr>
<th>School A</th>
<th>School B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1,467 students enrolled in 2005</td>
<td>2,001 students enrolled in 2005</td>
</tr>
<tr>
<td>• 82% White</td>
<td>• 45% White</td>
</tr>
<tr>
<td>• 6% Asian</td>
<td>• 4% Asian</td>
</tr>
<tr>
<td>• 4% Latino</td>
<td>• 48% Latino</td>
</tr>
<tr>
<td>• 2% Black</td>
<td>• 1% Black</td>
</tr>
<tr>
<td>• 2% Low-Income</td>
<td>• 27% Low-Income</td>
</tr>
</tbody>
</table>

Source: Education Trust – West analysis of two high schools
School A:
High-Level College-Prep Assignment

• Describe the fundamental problems in the economy that helped cause the Great Depression. Consider agriculture, consumer spending and debt, distribution of wealth, the stock market.

• Describe how people struggled to survive during the Depression.

• How did Hoover’s belief in “rugged individualism” shape his policies during the Depression?

Source: Education Trust – West analysis of two high schools in unnamed California districts
School B: Low-Level College-Prep Assignment

- Role play ("Meet the Press") and interview key people of the era.
- Draw a political cartoon highlighting a major event of the time.
- Share excerpts from noted literary authors--Lewis, Fitzgerald, Hemingway, Hughes.
- Listen to jazz artists of the 1920s.
- Construct a collage depicting new inventions.

Source: Education Trust – West analysis of two high schools in unnamed California districts
High Performing Schools and Districts

• Have clear and specific goals for what students should learn in every grade, including the order in which they should learn it
• Provide teachers with common curriculum, assignments
• Have regular vehicle to assure common marking standards
• Assess students every 4-8 weeks to measure progress
• Act immediately on the results of those assessments
In other words, they strive for consistency in everything they do.

And they bring that consistency to school discipline, as well.
#3. They set their goals high.
Even when they start with high drop out rates, high impact high schools focus on preparing all kids for college and careers

Education Trust 2005 study, “Gaining Traction, Gaining Ground.”
We’re not going to close the achievement gap if we continue to think about our work only as “bringing the bottom up.”
We also have to bring the middle- and higher-achievers up.

And we’re not doing so well on that front right now.
African American and Latino students are not making gains at the *advanced level* at the same rate as white students

**NAEP – Grade 8 Math**

Source: NAEP Data Explorer, NCES
Lower income students are not making gains at the *advanced level* at the same rate as higher income students.

**NAEP – Grade 8 Math**

Source: NAEP Data Explorer, NCES
#4. Higher performing secondary schools put all kids—not just some—in a demanding high school core curriculum.
Single biggest predictor post-high school success is QUALITY AND INTENSITY OF HIGH SCHOOL CURRICULUM

Cliff Adelman, Answers in the Tool Box, U.S. Department of Education.
College prep curriculum has benefits far beyond college.
Students of all sorts do learn more...
Low Quartile Students Gain More From College Prep Courses*

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

They also fail less often...
Challenging Curriculum Results in Lower Failure Rates, Even for Lowest Achievers

Ninth-grade English performance, by high/low level course, and eighth-grade reading achievement quartiles

Percent Earning "D" or "F"

<table>
<thead>
<tr>
<th>Quartile</th>
<th>Course Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (Lowest)</td>
<td>College Prep: 23</td>
</tr>
<tr>
<td>Quartile 2</td>
<td>College Prep: 16</td>
</tr>
</tbody>
</table>

And they’ll be better prepared for the workplace.
Leading states, districts making college prep the default curriculum.

Texas, Indiana, Arkansas, Michigan, Oklahoma, Kentucky, Kansas.
#5. Principals are hugely important, ever present, but NOT the only leaders in the school
High performing schools...

• Teachers regularly observe other teachers;
• Teachers have time to plan and work collaboratively;
• New teachers get generous and careful support and acculturation;
• Teachers are empowered to and take on many other leadership tasks at the school
#6. Good schools know how much teachers matter, and they act on that knowledge.
Cumulative Teacher Effects On Students’ Math Scores in Dallas (Grades 3-5)

Students Assigned to Effective Teachers Dramatically Outperformed Students Assigned to Ineffective Teachers

Source: William L. Sanders and June C. Rivers, *Cumulative and Residual Effects of Teachers on Future Students Academic Achievement*, University of Tennessee Value-Added Research and Assessment Center, 1996.
A 2008 study found that individual teachers have a significant impact on student graduation rates, prompting researchers to conclude that “increasing the ability of urban schools to recruit and retain high-quality teachers has the potential to reduce student dropout rates significantly.”

So, there are VERY BIG differences among our teachers.
BUT...

For years, we have pretended that there aren’t, as if teachers don’t matter.
“When it comes to measuring instructional performance, current policies and systems overlook significant differences between teachers. There is little or no differentiation of excellent teaching from good, good from fair, or fair from poor. This is the Widget Effect: a tendency to treat all teachers as roughly interchangeable, even when their teaching is quite variable. Consequently, teachers are not developed as professionals with individual strengths and capabilities, and poor performance is rarely identified or addressed.”

- The New Teacher Project, 2009
In districts that use a two-rating teacher performance evaluation system—most commonly “satisfactory” or “unsatisfactory”—the “unsatisfactory” rating is rarely used.

<table>
<thead>
<tr>
<th>Site</th>
<th>S: Number of Satisfactory Evaluation Ratings SY03-04 - SY07-08</th>
<th>U: Number of Unsatisfactory Evaluation Ratings SY03-04 - SY07-08</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver3</td>
<td>2,676</td>
<td>22 (0.8%)</td>
</tr>
<tr>
<td>Jonesboro4</td>
<td>246</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Pueblo5</td>
<td>1,284</td>
<td>2 (0.2%)</td>
</tr>
<tr>
<td>Toledo6</td>
<td>1,768</td>
<td>3 (0.2%)</td>
</tr>
</tbody>
</table>

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

Source: © The New Teacher Project 2009
Districts that use multiple evaluation ratings—three or more ratings—regularly award teachers the highest evaluation ratings.

Estimated percent of tenured/non-probationary teachers who received one of the top two highest performance evaluation ratings for evaluations conducted in SY 2007-08.

- 99% Cincinnati (Based on a 4-Rating Scale)
- 98% Rockford (Based on a 3-Rating Scale)

Source: District evaluation data supplied by Cincinnati Public Schools and Rockford Public Schools human resources departments from October 2008 to March 2009.
So, we paper over the differences among our teachers AND...we continue to assign our weakest to the kids who need the strongest.
Math Classes at High-Poverty and High-Minority Schools More Likely to be Taught by Out of Field* Teachers

Note: High Poverty school -75% or more of the students are eligible for free/reduced price lunch. Low-poverty school -15% or fewer of the students are eligible for free/reduced price lunch. High minority school -75% or more of the students are Black, Hispanic, American Indian or Alaskan Native, Asian or Pacific Islander. Low-minority school -10% or fewer of the students are non-White students.

Low-Achieving Students are More Likely to be Assigned to Ineffective Teachers than Effective Teachers

Source: Sitha Babu and Robert Mendro, Teacher Accountability: HLM-Based Teacher Effectiveness Indices in the Investigation of Teacher Effects on Student Achievement in a State Assessment Program, AERA Annual Meeting, 2003.
High performing schools and districts...

• Work hard to attract and hold good teachers
• Make sure that their best are assigned to the students who most need them
• Chase out teachers who are not “good enough” for their kids.
All in all, not a very long list.

Mostly just common sense.
Unfortunately, too few kids get access to schools like these.

Not because they couldn’t learn... but because we have not had the will.
The most important agenda for all of us?

Turning that around.
Ed Trust Midwest’s Work So Far

• Making sure that every Michigan child has an effective teacher.
  • Under new tenure reforms, new teachers will receive more support in their formative years
  • Evaluations will become fair, consistent and provide teachers with valuable feedback
  • Teachers or administrators who earn three, consecutive ineffective ratings on their annual performance evaluations will be dismissed
Big Opportunities for Michigan

• New Governor’s Council on Educator Effectiveness will convene in late October and will come up with:
  • Ways to ensure that parents and the public have honest and reliable information about the performance of their schools
  • Common definitions of teaching effectiveness
  • Council is expected to report its findings to the Legislature in late April 2012
Proposed Accreditation/Accountability System

• An accountability system gives us a way to gauge the performance of all schools in the state—Michigan is revising its system so this is hugely important.

• The current proposal doesn’t provide schools with accountability if they are in the top 80%.

• Schools in the bottom 20% do not receive any goals or assistance to get better.
This Fall...

**Leave Nothing to Chance**

Join us in Washington D.C.  
November 3-5, 2011  
for  
The Education Trust National Conference on Closing the Gap

Download this presentation and learn more about the conference!

[www.edtrust.org](http://www.edtrust.org)