Achievement and Opportunity in Michigan:
How are we doing?
What can we learn from fast improving states?

Testimony to the Michigan House Education Committee
Lansing, MI – March 26, 2015
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ETM Mission

The Education Trust-Midwest is a nonpartisan, statewide education research, information and advocacy organization focused on what is best for Michigan students, particularly low-income, African American, Latino and American Indian students. We provide data-driven information and expertise to our state's families, educators and policy and civic leaders about how to make Michigan a top education state and close our achievement gaps.
First, some good news.

After more than a decade of fairly flat achievement and stagnant or growing gaps in K-12, we appear to be turning the corner.
Since 1999, large gains for all groups of students, especially students of color

9 Year Olds – NAEP Reading

*Denotes previous assessment format
In other words, reason to be encouraged—if cautiously so.

The Bad News:
Michigan Has Not Kept Up
Michigan’s Education Recession:
Our state ranks in the **bottom five** for student learning progress in fourth-grade reading over the last decade.

Result:
State’s rank steadily declining—for all groups of children.
Michigan NAEP Performance
Relative Rank of All Students 2003-2013

<table>
<thead>
<tr>
<th>Grade</th>
<th>2003</th>
<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade Reading</td>
<td>28th</td>
<td>30th</td>
<td>30th</td>
<td>34th</td>
<td>35th</td>
<td>38th</td>
</tr>
<tr>
<td>4th Grade Math</td>
<td>27th</td>
<td>32nd</td>
<td>32nd</td>
<td>38th</td>
<td>41st</td>
<td>42nd</td>
</tr>
<tr>
<td>8th Grade Reading</td>
<td>27th</td>
<td>29th</td>
<td>32nd</td>
<td>32nd</td>
<td>28th</td>
<td>32nd</td>
</tr>
<tr>
<td>8th Grade Math</td>
<td>34th</td>
<td>33rd</td>
<td>36th</td>
<td>36th</td>
<td>36th</td>
<td>37th</td>
</tr>
</tbody>
</table>

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

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### Michigan NAEP Performance

**Relative Rank of African American Students 2003-2013**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4th Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>38th</td>
<td>39th</td>
</tr>
<tr>
<td>Math</td>
<td>37th</td>
<td>40th</td>
</tr>
<tr>
<td><strong>8th Grade</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>29th</td>
<td>33rd</td>
</tr>
<tr>
<td>Math</td>
<td>35th</td>
<td>32nd</td>
</tr>
</tbody>
</table>

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

Source: NCES, NAEP Data Explorer
## Michigan NAEP Performance

### Relative Rank of Higher Income Students 2003-2013

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>4th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>35&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Math</td>
<td>20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>29&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>8th Grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>37&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>Math</td>
<td>34&lt;sup&gt;th&lt;/sup&gt;</td>
<td>35&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
</tbody>
</table>

**Note:** Rankings are among all 50 states

**Source:** NCES, NAEP Data Explorer
All about Detroit?

When Detroit’s children first took the national test in 2009, national experts said no large urban district had ever performed lower.
Detroit is Tied for Last in 4th Grade Reading Compared to Other Large Urban Districts in U.S.

Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES
But Detroit is by no means Michigan’s worst performing district.
Pontiac, Flint Perform Below Detroit for Low-Income 4th Graders in Reading

Grade 4 – MEAP Reading 2013 – Low-Income Students

Statewide Proficiency for All Students (70%)

All Low-income Students in Michigan (57%)

Detroit (41%) Pontiac (31%)

Source: Michigan Department of Education, Fall 2013 MEAP Four Year Comparison (Gap Analysis). CEPI, Fall 2012 District Data, Free and Reduced Lunch Counts. Public school districts and charter districts with the largest number of Low-Income students are included.
Average Scale Scores, by District
Low-Income Students
Grade 4 – NAEP Reading (2013)

Note: Basic Scale Score = 208; Proficient Scale Score = 238
Source: NAEP Data Explorer, NCES
Add these patterns together and compare with other states?

Michigan is generally both low performing and low improving—not a good place to be in a country that is at best only middle-of-the-pack.
What Can We Do?

Main lessons from fast-improving states: targeted investments, comprehensive strategies.
Michigan Well Below National Average, for 4th Grade reading

Grade 4 – NAEP Reading (2013)

- NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)
# Sample of Targeted Investments In Early Reading Programs - 2013

<table>
<thead>
<tr>
<th>State</th>
<th>Amount</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona</td>
<td>$40 million</td>
<td>Districts must submit plans to improve early reading proficiency. Low-performing districts must have their plans approved before funds are allocated.</td>
</tr>
<tr>
<td>Colorado</td>
<td>$15.4 million</td>
<td>Per-pupil intervention funds for students identified as having a Significant Reading Deficiency.</td>
</tr>
<tr>
<td>Ohio</td>
<td>$13 million</td>
<td>Competitive grants to help children overcome reading deficiencies which otherwise may prevent them from progressing to fourth grade.</td>
</tr>
<tr>
<td>Florida</td>
<td>$130 million</td>
<td>K-12 Comprehensive Reading Instruction: No less than $15 million must be used by districts with one or more of the 100 lowest performing elementary schools for extended-day, intensive reading instruction.</td>
</tr>
</tbody>
</table>

A Global Model for Learning: Massachusetts
Massachusetts is Highest Performing State in the Country in 4th Grade Reading

Grade 4 – NAEP Reading (2013)

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)
Effective Teaching and School Leadership

• Over the last 20 years, Massachusetts has made strides in ensuring that more students have access to strong teachers and principals.
  – Teacher performance standards, including annual evaluations of teachers and administrators.
  – Raised expectations for teacher certification.
  – Accountability for teacher preparation program outcomes.
  – Investment in development and retention of talented educators, using data to inform instruction.
Career- and College- Ready Expectations & Teacher Supports

*College- and Career- Ready Expectations*

- National leader in holding all students to rigorous standards, which included a new comprehensive assessment system.
- Developed statewide curriculum frameworks & standards in core academic subjects.

*Support for All Teachers*

- Expanded learning time.
- Training for thousands of educators on higher standards.
- Joined other states to develop a rubric to help educators determine the quality, rigor, and alignment of their lessons and units to higher standards.
Tennessee: Leading the Nation for Student Growth
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
NCES, NAEP Data Explorer
Tennessee African-American Students Outpace MI Over Last Decade

NAEP Grade 4 – Reading – African American

Source: National Center for Education Statistics, State Comparisons Tool
In 2011, Michigan was beating Tennessee in 4th Grade reading. But just a few years later . . .

Grade 4 – NAEP Reading (2011)

- NAEP Data Explorer, NCES (Proficient Scale Score = 238)
In 2013, Tennessee out-paced Michigan in 4th grade reading and was at about the national average, and climbing.

Source: NAEP Data Explorer, NCES (Proficient Scale Score = 238; Basic Scale Score = 208)
Effective Teaching and School Leadership

• Tennessee has put a laser-like focus on effective teaching and school leadership.
  – All teachers evaluated based on classroom observations and student learning data through the statewide evaluation system.
  • Tennessee has trained 5,000 evaluators in the system.
  – One of the nation’s first value-added data systems.
  – Multiple observations of classroom practice in final evaluations and individual evaluations private.
Opportunities for Michigan in 2015

• **Educator evaluation**: Investment in student growth data system, data infrastructure, training.

• **Teacher support and coaching** to ensure educators are teaching at higher levels – and are properly trained in literacy.

• **Improved K-12 data infrastructure** to not only drive more effective interventions and instructional strategies, but also provide reliable growth data, inform teaching quality strategies and empower parents to support their children more effectively.

• **Overdue teacher support** via a digital library of instructional tools.

• **Alternate assessments** to better inform the transition from pre-school to kindergarten and the K-12 system.
Thank You!