



THE EDUCATION TRUST-MIDWEST

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

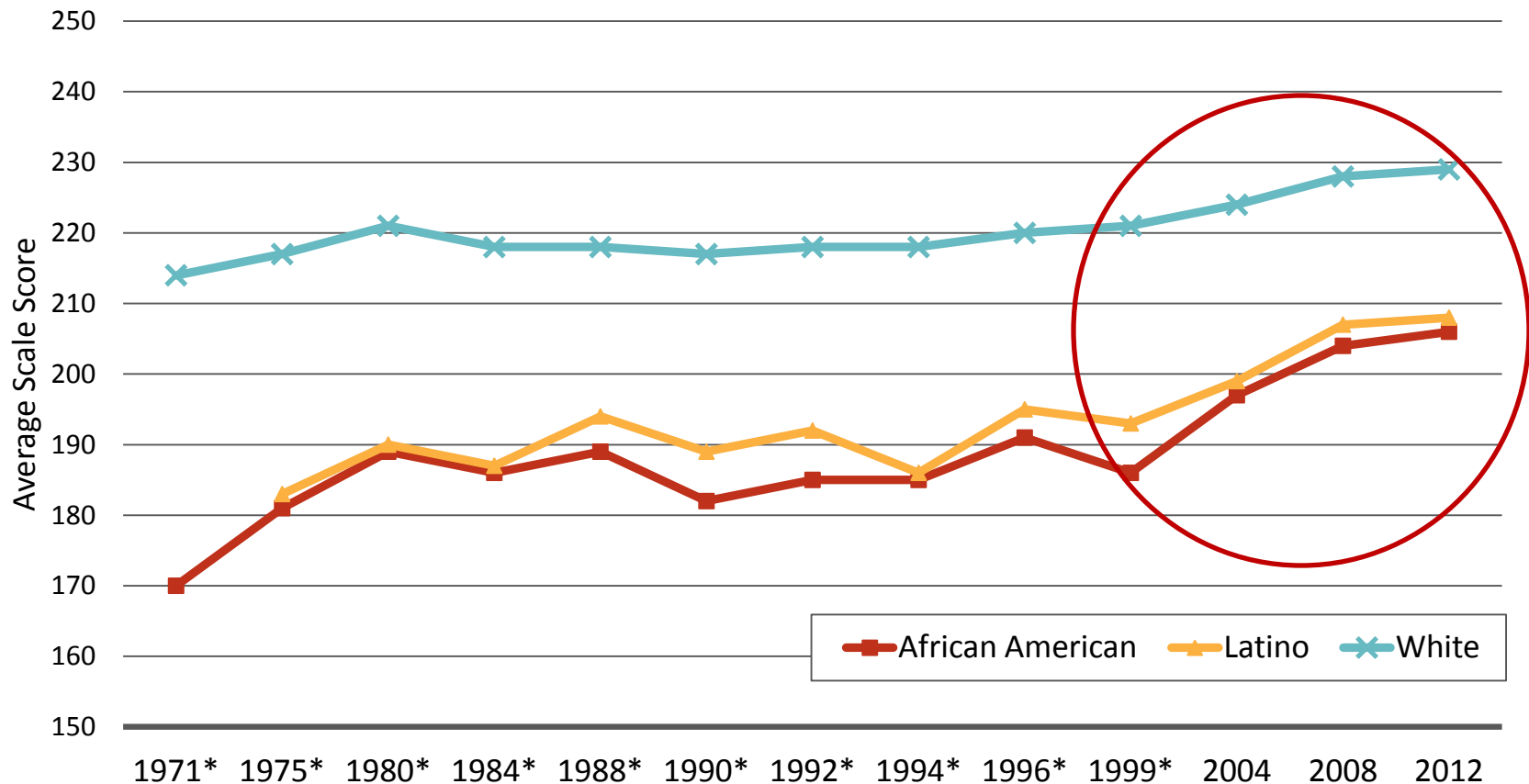
The Education Trust-Midwest is a nonpartisan, statewide education research, information and advocacy organization focused on what is best for Michigan students, particularly low-income, African American, Latino and American Indian students. We provide data-driven information and expertise to our state's 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

Source: National Center for Education Statistics, "The Nation's Report Card: Trends in Academic Progress 2012"

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

	2003	2005	2007	2009	2011	2013
4 th Grade Reading	28 th	30 th	30 th	34 th	35 th	38 th
4 th Grade Math	27 th	32 nd	32 nd	38 th	41 st	42 nd
8 th Grade Reading	27 th	29 th	32 nd	32 nd	28 th	32 nd
8 th Grade Math	34 th	33 rd	36 th	36 th	36 th	37 th

Note: Rankings are among all 50 states

Source: NCES, NAEP Data Explorer

Michigan NAEP Performance

Relative Rank of African American Students 2003-2013

	2003	2005	2007	2009	2011	2013
4 th Grade Reading	38 th	39 th	36 th	44 th	45 th	42 nd
4 th Grade Math	37 th	40 th	40 th	43 rd	44 th	44 th
8 th Grade Reading	29 th	33 rd	38 th	37 th	34 th	33 rd
8 th Grade Math	35 th	32 nd	39 th	42 nd	42 nd	41 st

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

	2003	2005	2007	2009	2011	2013
4 th Grade Reading	24 th	35 th	36 th	36 th	35 th	38 th
4 th Grade Math	20 th	29 th	35 th	35 th	43 rd	32 nd
8 th Grade Reading	21 st	37 th	36 th	31 st	30 th	31 st
8 th Grade Math	34 th	35 th	38 th	39 th	40 th	39 th

Note: Rankings are among all 50 states

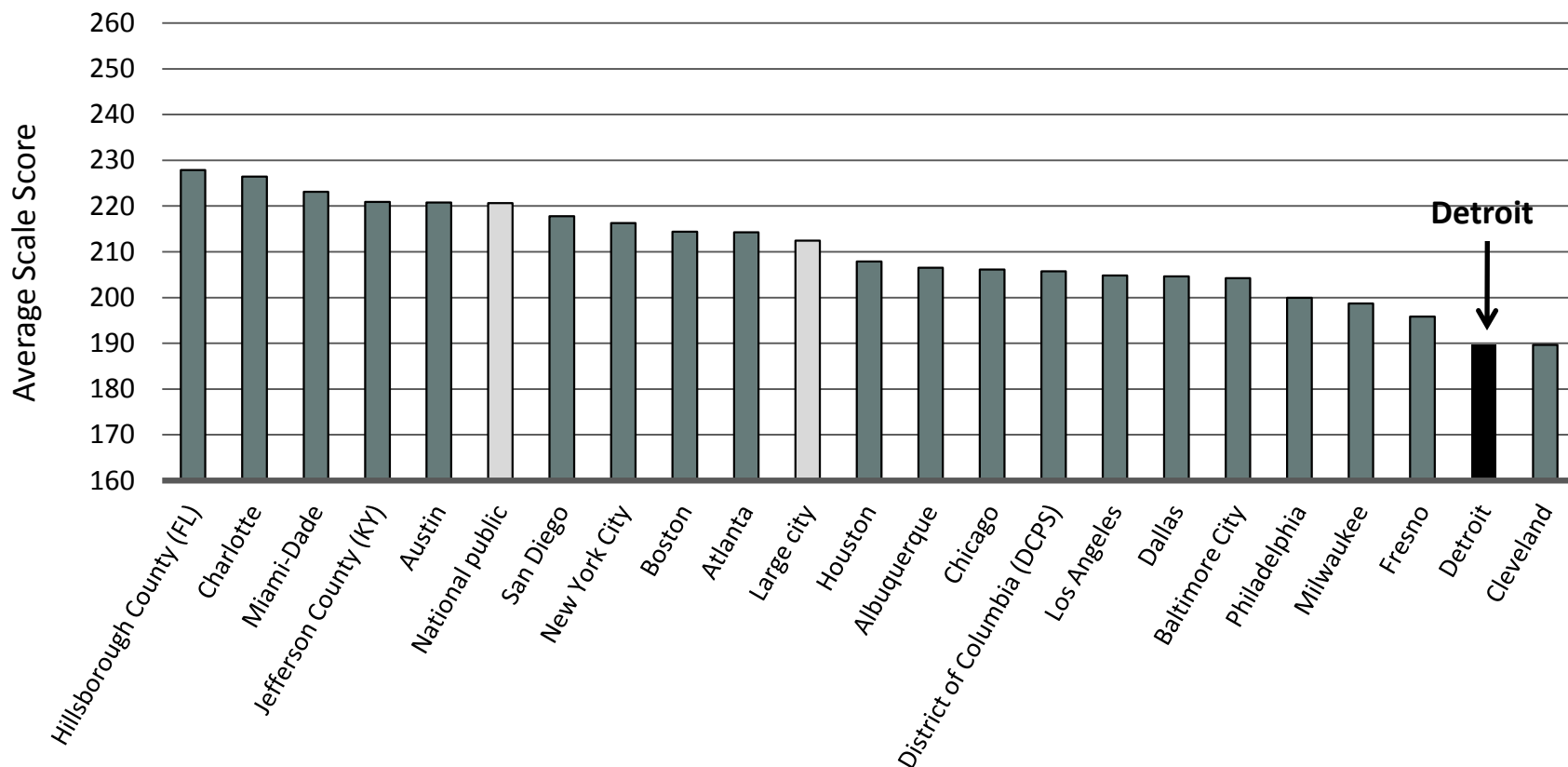
Source: NCES, NAEP Data Explorer

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.

Grade 4 – NAEP Reading (2013)

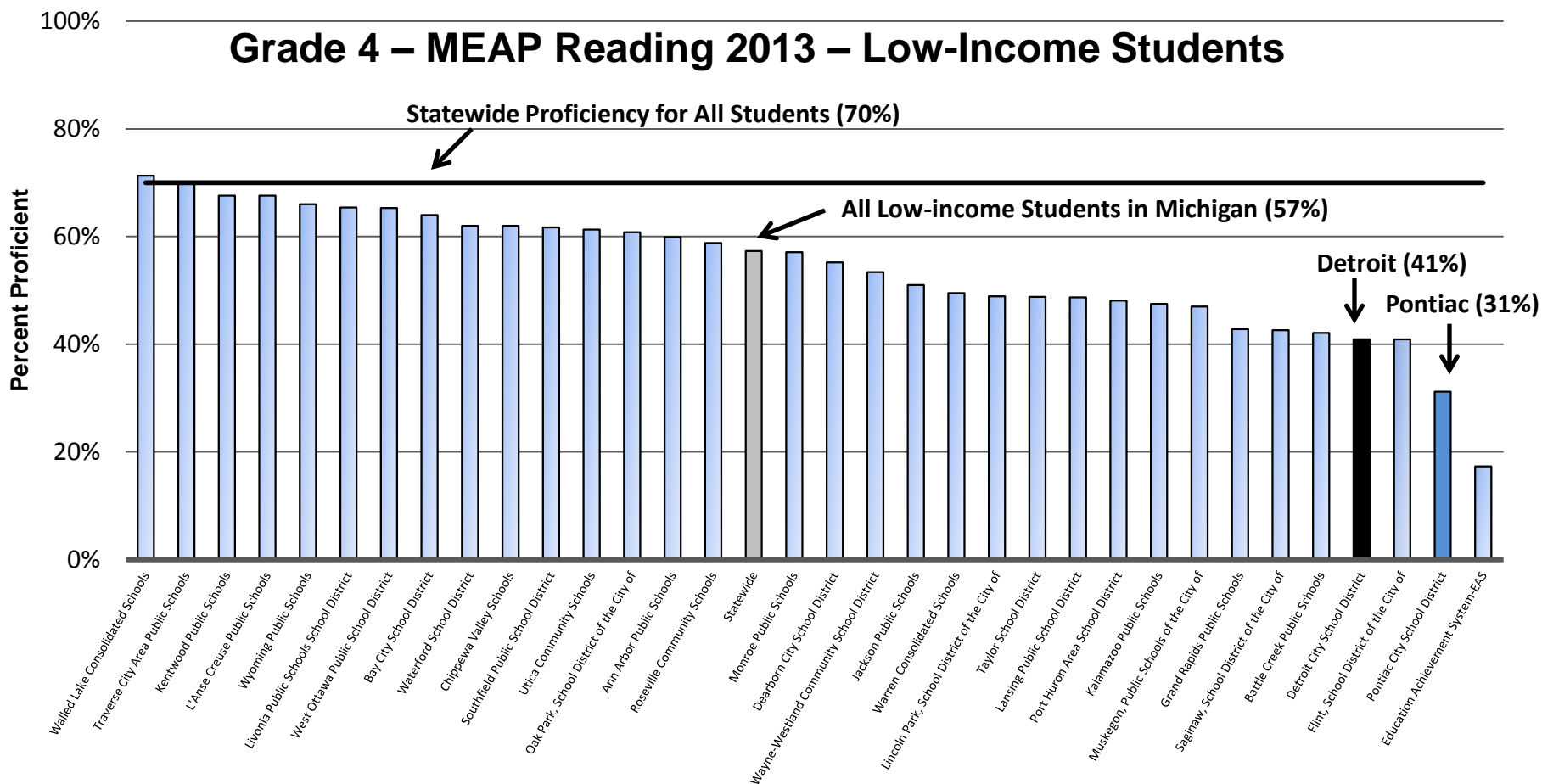


Note: Basic Scale Score = 208; Proficient Scale Score = 238

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

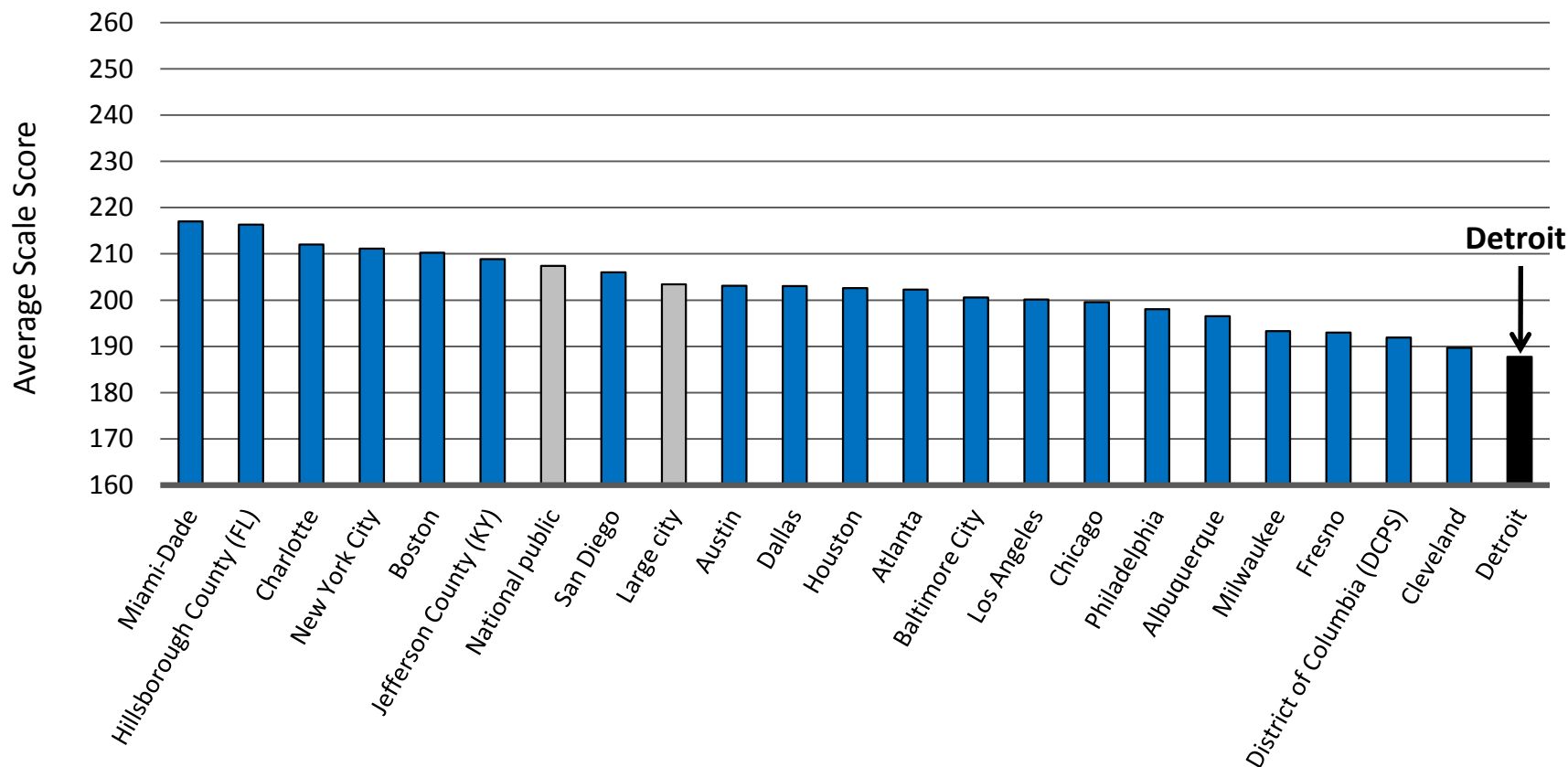


Source: Michigan Department of Education, [Fall 2013 MEAP Four Year Comparison \(Gap Analysis\)](#). [CEPI, Fall 2012 District Data, Free and Reduced Lunch Counts](#). Public school districts and charter districts with the largest number of Low-Income students are included.

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?

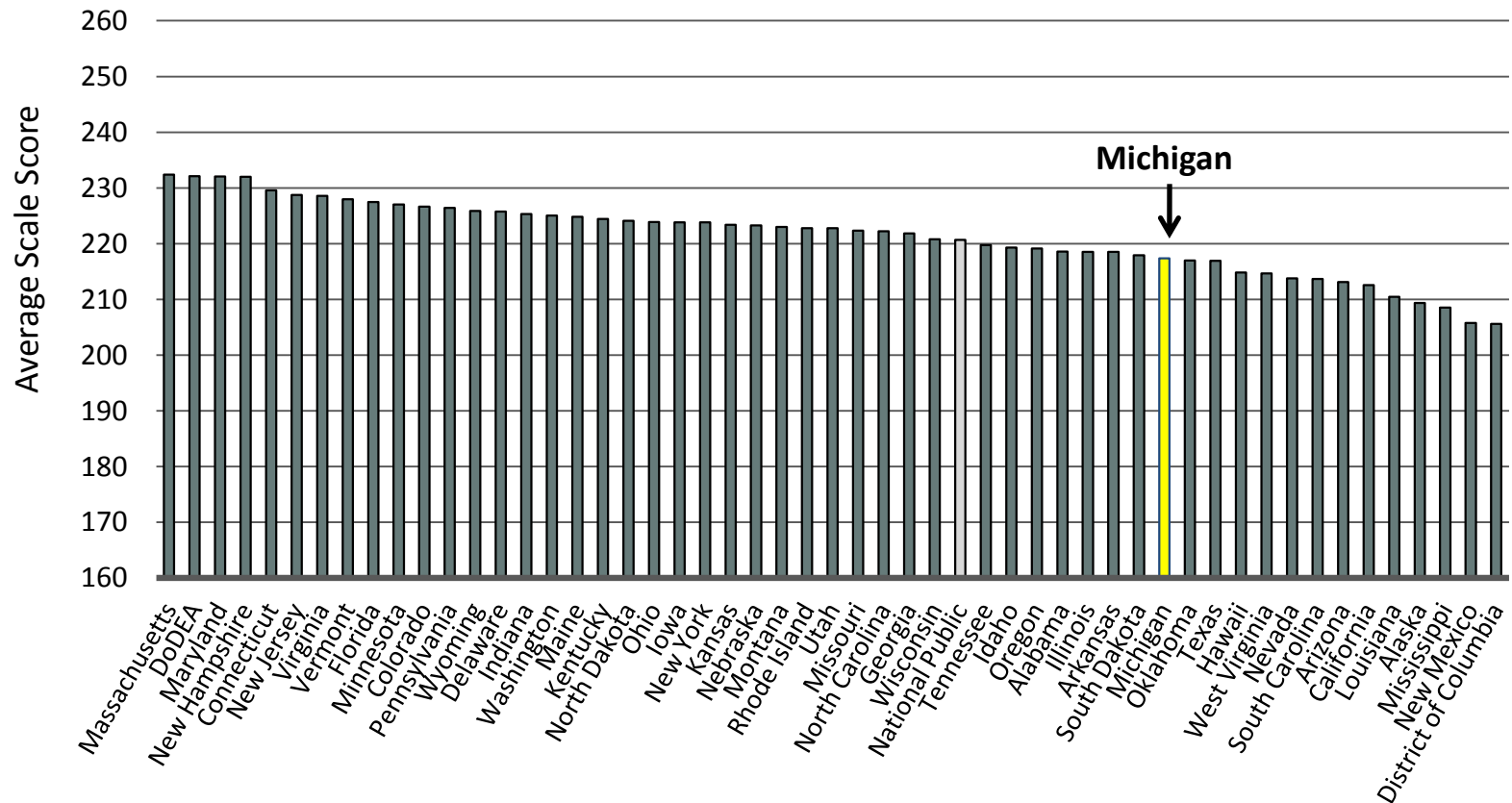
Michigan is generally both **low performing and low improving**—not a good place to be in a country that is at best only middle-of-the-pack.

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

State	Amount	Strategies
Arizona	\$40 million	Districts must submit plans to improve early reading proficiency. Low-performing districts must have their plans approved before funds are allocated.
Colorado	\$15.4 million	Per-pupil intervention funds for students identified as having a Significant Reading Deficiency.
Ohio	\$13 million	Competitive grants to help children overcome reading deficiencies which otherwise may prevent them from progressing to fourth grade.
Florida	\$130 million	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.

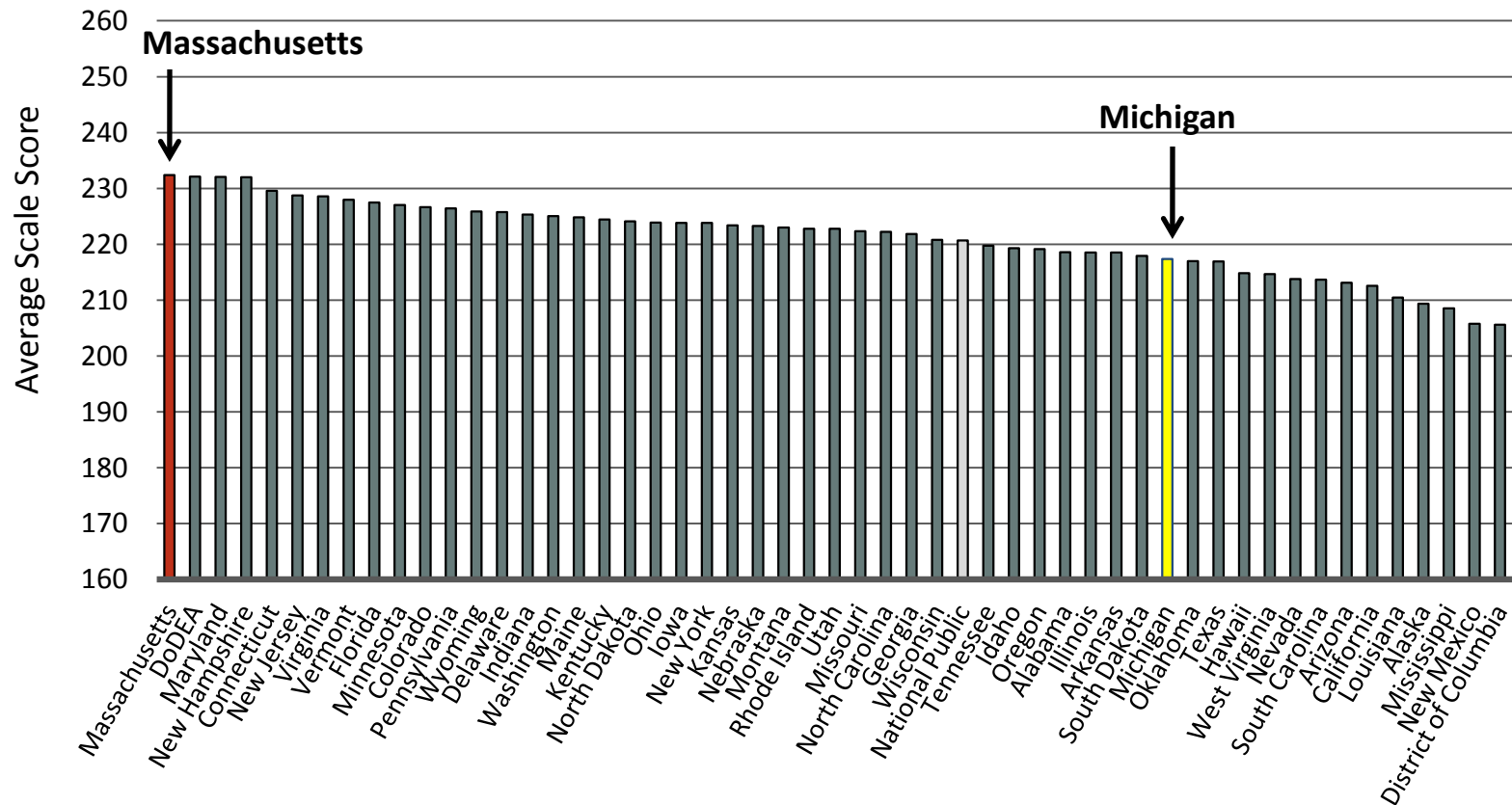
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<http://www.fl DOE.org/GR/pdf/2013/sb1500.pdf>; [http://education.ohio.gov/Media/Media-Releases/2012-Media-Releases/ODE-Announces-\\$13-Million-Early-Literacy-and-Readi](http://education.ohio.gov/Media/Media-Releases/2012-Media-Releases/ODE-Announces-$13-Million-Early-Literacy-and-Readi)

Source:

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.

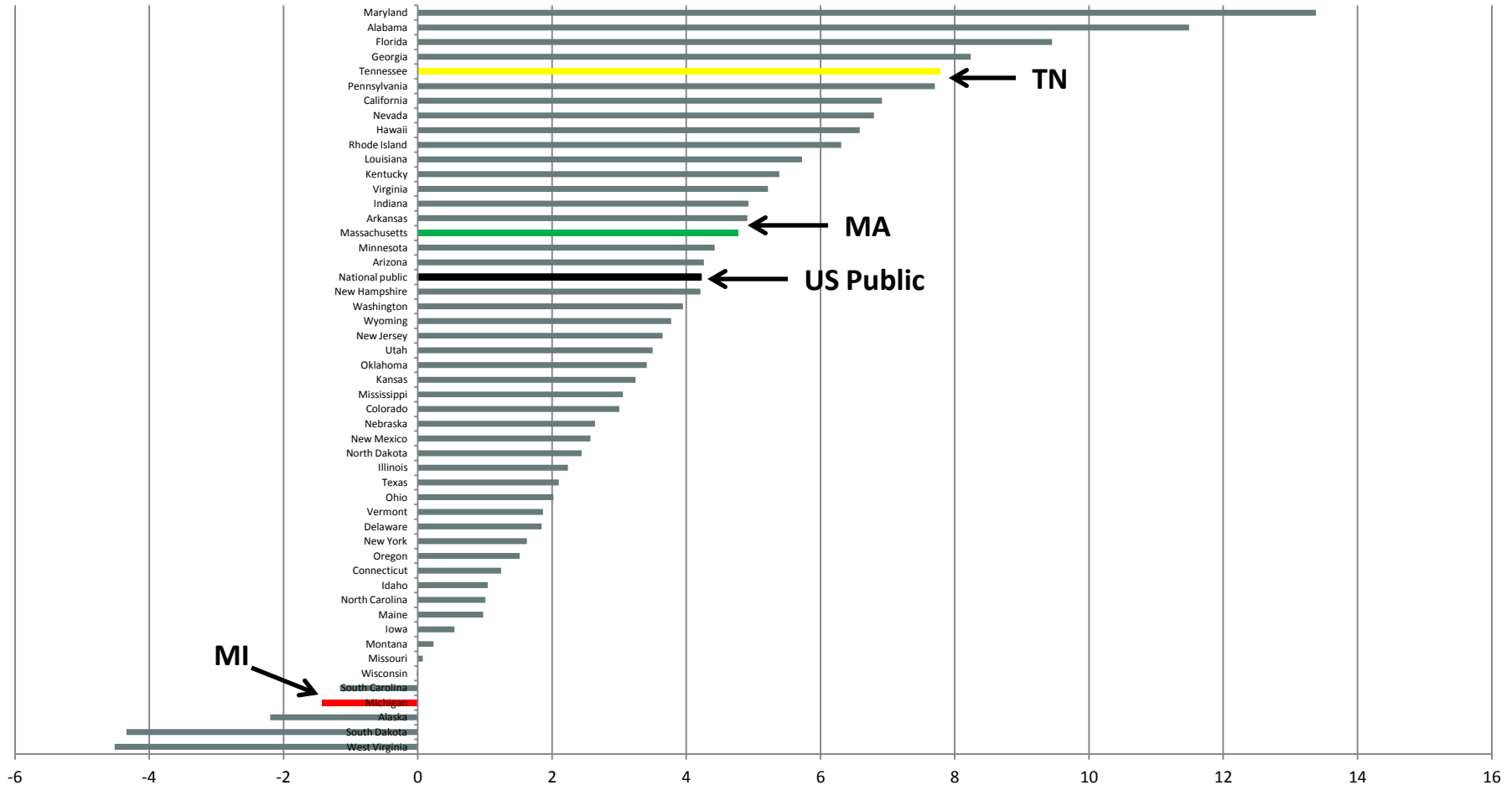
Support for All Teachers

- 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

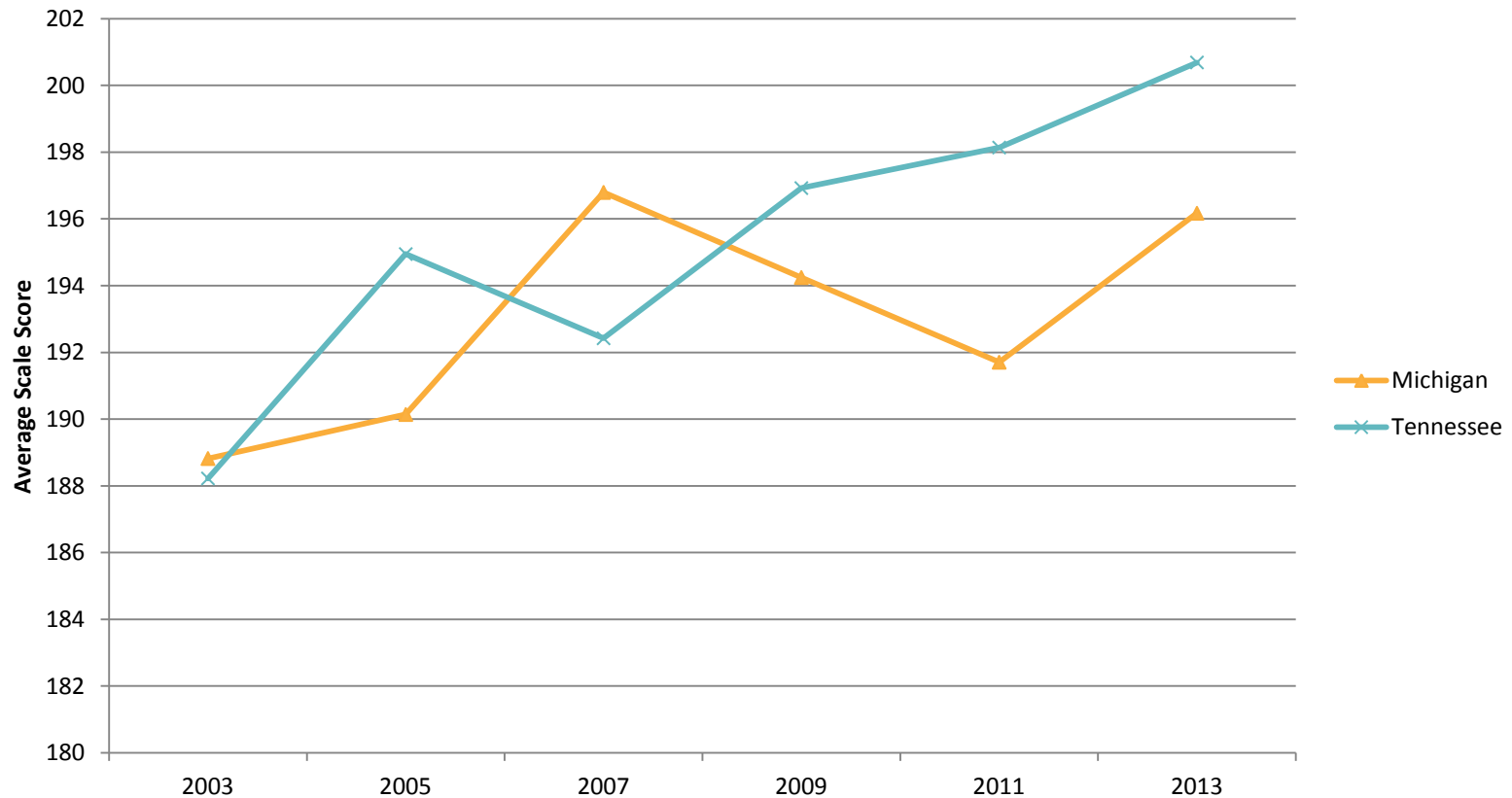
Average Scale Score Change, NAEP Grade 4 - Reading - All Students (2003-13)



Note: Basic Scale Score = 208; Proficient Scale Score = 238
NCES, NAEP Data Explorer

Tennessee African-American Students Outpace MI Over Last Decade

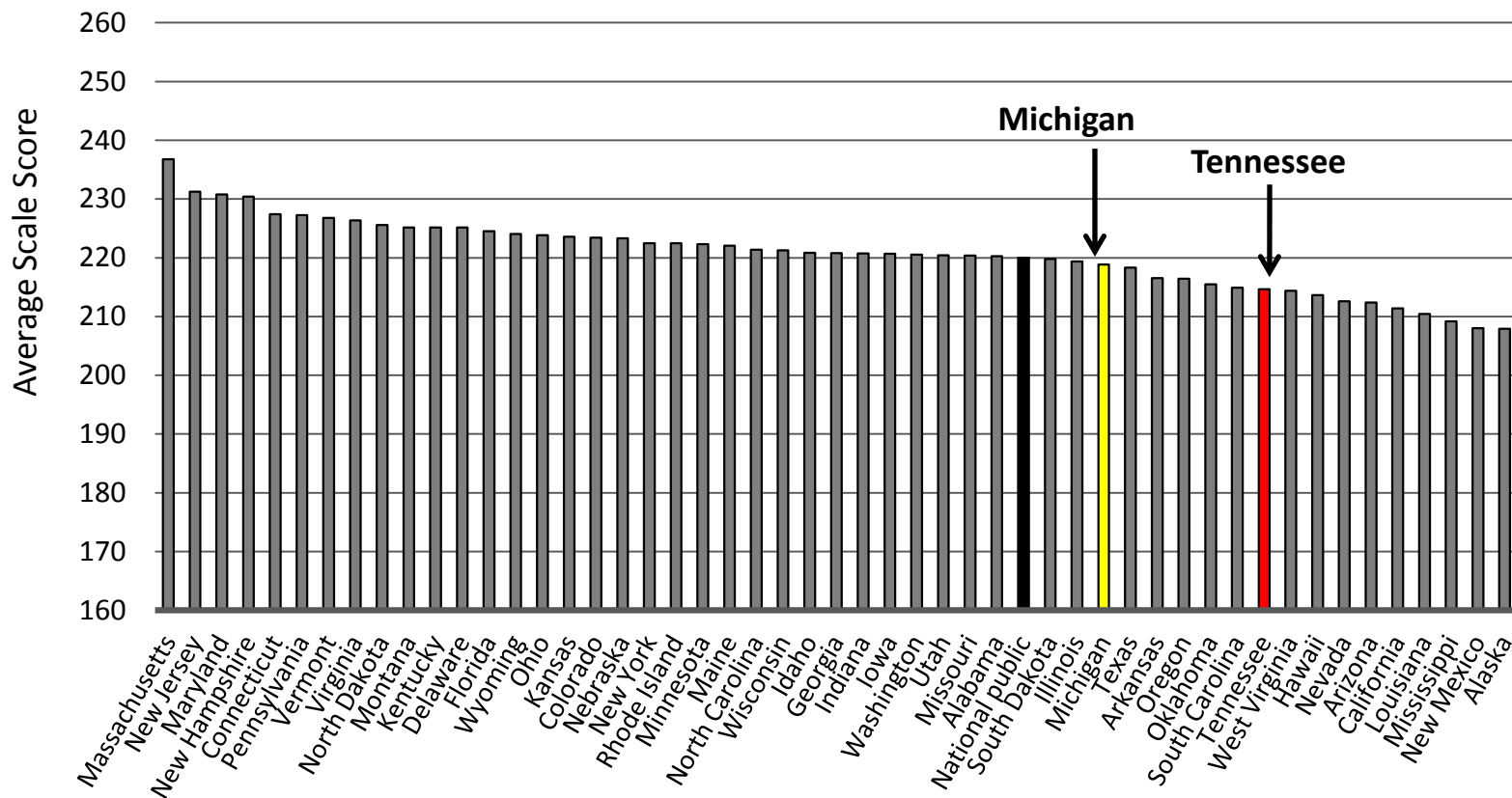
NAEP Grade 4 – Reading – African American



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 . . .

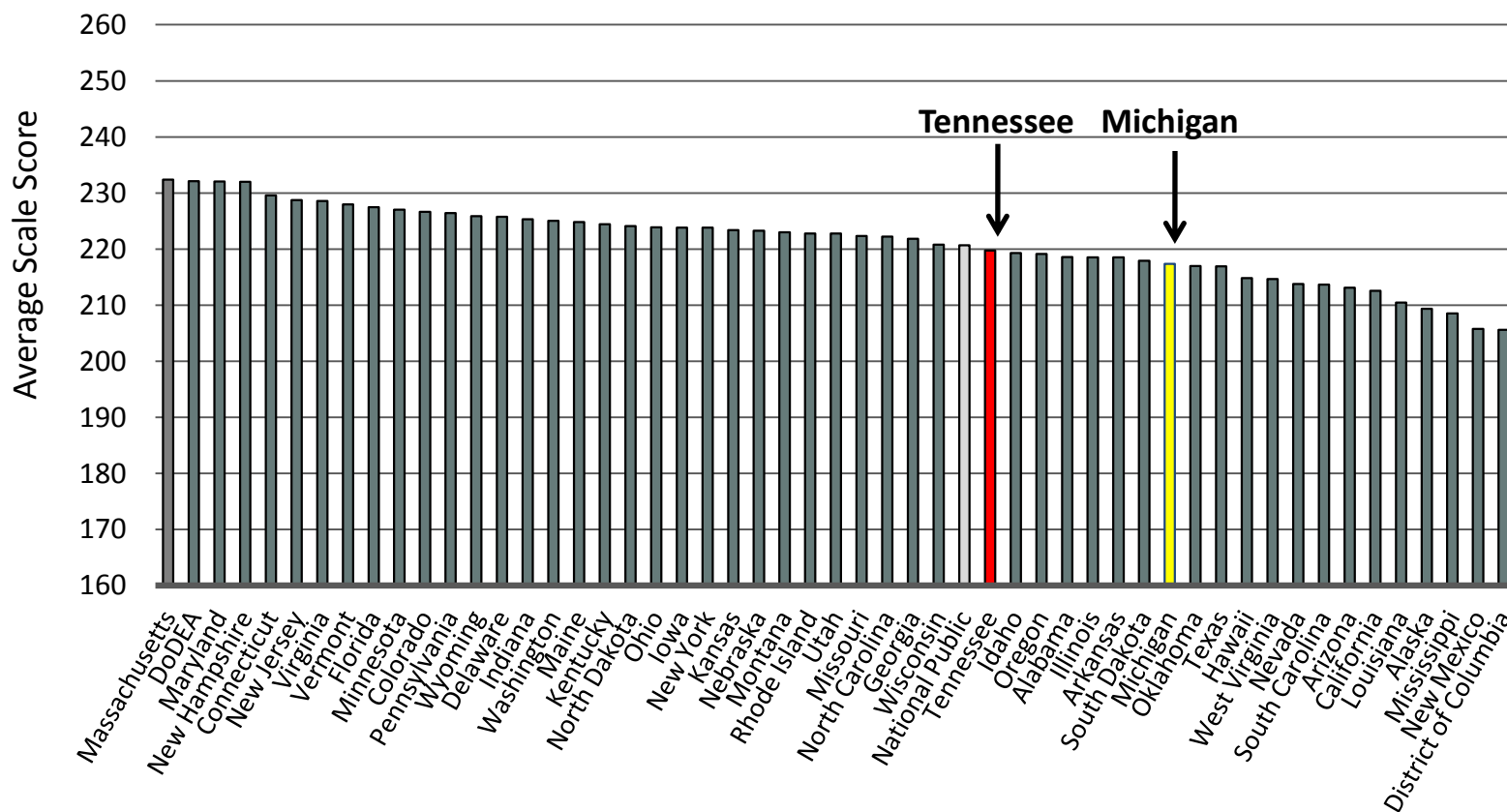
Grade 4 – NAEP Reading (2011)



- 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

Grade 4 – NAEP Reading (2013)



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!



The Education Trust—Midwest