



Brown's Hope: Fulfilling the Promise in Michigan

STATE OF MICHIGAN EDUCATION REPORT 2024



The Education Trust—Midwest



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In 2015, The Education Trust-Midwest launched the Michigan Achieves! campaign to make Michigan a Top 10 education state by 2030. Each year, we report on Michigan's progress toward that goal based on student outcome performance metrics and opportunity to learn metrics. These metrics shed light on the health of education in our state – and the extent to which Michigan is succeeding at creating conditions that support teaching and learning in Michigan public schools. Since then, a growing number of partners around the state have come together to advance the best practices and strategies from leading education states in order to close achievement gaps and ensure every Michigan student is learning – and being taught – at high levels. Join the movement at www.edtrustmidwest.org.

I. EXECUTIVE SUMMARY

By Jen DeNeal, Director of Policy and Research, and Emily Hatch, Senior Data and Policy Analyst

In the landmark 1954 case *Brown v. Board of Education*, the United States Supreme Court declared that separate educational facilities for students of different races were inherently unequal.¹ The promise of *Brown* was supposed to be a new era of integration in American public schools.

Seventy years after the *Brown* decision, however, racial segregation among Michigan school districts remains a persistent and troubling problem.

While *Brown v. Board of Education* specifically sought to address disparities in educational facilities and resources based on race, today we know that segregation occurs not only based on race, but also on socioeconomic status and frequently at the intersection of both factors. In fact, Michigan has had one of the highest rates of concentrated poverty in the country.²

Yet the deep impact of poverty is unevenly felt across our state. Children of color are far more likely to learn in school districts with greater concentrations of poverty according to a new analysis by The Education Trust-Midwest.

Consider that, this year nearly half of all the students of color and two-thirds of all Black students in Michigan attend public school in districts with high concentrations of poverty where 73% or more of the students come from economically disadvantaged backgrounds, compared to only 13% of Michigan's white students learning in those same school districts.

The consequences of learning in districts with high concentrations of poverty are dire, as this report will show. Schools with high concentrations of students from low-income backgrounds face additional challenges including lower resources, less experienced teachers,³ more teacher turnover, and greater risks to students from environmental hazards and safety concerns.⁴

Sadly, Michigan has long under-invested in our students,⁵ worsening longstanding inequities in schools.

Indeed, between 1995 and 2015, our overall investment in education declined relative to other states, making

Michigan the worst state in the country for education revenue growth for two decades.⁶

Additionally, Michigan's level of investment in public education, which declined amid the recession of 2008, never recovered and, in fact, has greatly decreased since 2006.⁷

That lack of investment has compounded over time. Consider that if Michigan had returned to its 2006 school funding levels by 2016, our state would have invested 20 percent more – or \$22 billion dollars more – on K-12 public education between 2016 and 2021.⁸

While state leaders have made great strides over the years to equalize school funding among school districts by creating a funding “floor” – or a base amount per-student that all school districts receive – these efforts have failed to address the devastating impacts of racial segregation and concentrations of poverty. In fact, the state's funding formula had never included a mechanism to alleviate the effects of learning in concentrated poverty.⁹

The hopeful news is that, in 2023, the Michigan Legislature and Governor Gretchen Whitmer made history by putting in place, for the first time in Michigan's history, a funding mechanism based on concentration of poverty, making Michigan among the first 10 states in the country with similar funding formulas to use an index to address concentrations of poverty in school funding.¹⁰

This new mechanism called the Opportunity Index is designed to drive more investment in public schools that serve students from low-income backgrounds. From small towns and rural communities to cities and suburbs, public schools across all geographic areas benefit from the new Opportunity Index. **Indeed, when fully funded, towns and suburban areas together receive the greatest investment from the Opportunity Index when it comes to regions in the state, followed by midsized and small cities, and rural areas, according to a new analysis by The Education Trust-Midwest.**

However, public school students and educators cannot benefit from this transformative new opportunity if state leaders do not fund it. State leaders should invest \$500 million annually in the Opportunity Index over the next five years to fully fund the state’s current statutory goal for investment in students from low-income backgrounds.¹¹

If we, as a state, get this right by fully funding the Opportunity Index, we not only have the opportunity to address the shameful legacy of racial segregation, but the pervasive modern-day socioeconomic segregation, intergenerational poverty, and lack of opportunity we see in all types of communities – rural to urban – all over Michigan.

Fair funding is urgently needed in Michigan, which is already far behind leading education states on key student learning outcomes, like early literacy.¹² It is all the more critical in the wake of devastating pandemic learning losses. School-aged children across the state have lost roughly half of a grade or more in math and reading since the pandemic’s start.¹³ At the current pace of educational recovery, most students would need an additional five years to catch up in math – and in reading, most Michigan students would need decades to read on grade level.¹⁴

Students who have long been underserved by our education system – and who often faced the greatest barriers to learning during the pandemic¹⁵ – also show some of the largest learning losses.¹⁶ Indeed, the pandemic has exacerbated longstanding achievement

and opportunity gaps for Michigan students.¹⁷ In school districts that serve predominantly Black and Latino/a students and students from low-income backgrounds, such as Kalamazoo and Lansing, learning losses were dramatically worse.¹⁸

And these gaps can look even more pronounced when considering how different groups of students perform compared to their respective peers in leading education states, as this report will demonstrate.¹⁹

Now, as federal support to local school districts nears an end,²⁰ many school districts and educators face an even greater challenge to ensure all students are flourishing in school.

At an urgent moment in the lives of Michigan’s students, as we mark the 70th anniversary of *Brown vs. Board of Education* and wrestle with the reality of deep racial and socioeconomic segregation in Michigan schools, The Education Trust-Midwest is kicking off a new campaign called *Opportunity for All*.

In a new publicly accessible website, opportunityforallmi.org, Michiganders can see the difference it would make in their communities and school districts if Michigan fully funded its goals for investing in students from low-income backgrounds. The campaign also allows community members to see how much more each school district would receive if Michigan invested in students from low-income backgrounds at the same level as Massachusetts, considered the nation’s highest-



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performing education state in 4th grade reading and 8th grade math.²¹

This campaign is an effort to take what most people consider a mysterious topic – school finance – and make it an accessible and radically more transparent issue that all Michiganders can dig into. The new website allows anyone to see the impact of state policymakers’ investment decisions in students from low-income backgrounds. They can also see the impact of those investments on their local public school districts and thus, on children’s lives and in their local communities.

Opportunity for All is also a call to action to fully fund the needs of Michigan’s students from low-income backgrounds and ensure they are supported to learn at high levels both for their futures – and for Michigan’s future economic and cultural vitality.

Our students are no less bright and talented than the children of leading education states. The difference is what we are investing in – and how we are teaching and supporting them.



Many staff and partners contributed to the research and development of this report including Executive Director Amber Arellano, Senior Director of Strategic Communications and External Relations Jennifer Mrozowski, Communications Manager Da’Stanza Murphy, and policy consultant Jacqueline Gardner.

II. COMPOUNDING PROBLEMS:

Stagnant Academic Outcomes For Michigan Students Grow Worse

MICHIGAN'S ACADEMIC CRISIS HAS BEEN YEARS IN THE MAKING.

Decades of academic stagnation in Michigan left our public schools unprepared for a global pandemic, resulting in widespread learning loss for children across the state.²² Meanwhile, educational recovery has been dismally slow,²³ as this report will show, building upon years where Michigan's students have not had opportunities to realize their full potential and bringing us to an urgent moment today – and the need for greater investment for their future.

While the worst times of the pandemic have receded, the impact lingers for students throughout Michigan in key subjects.²⁴

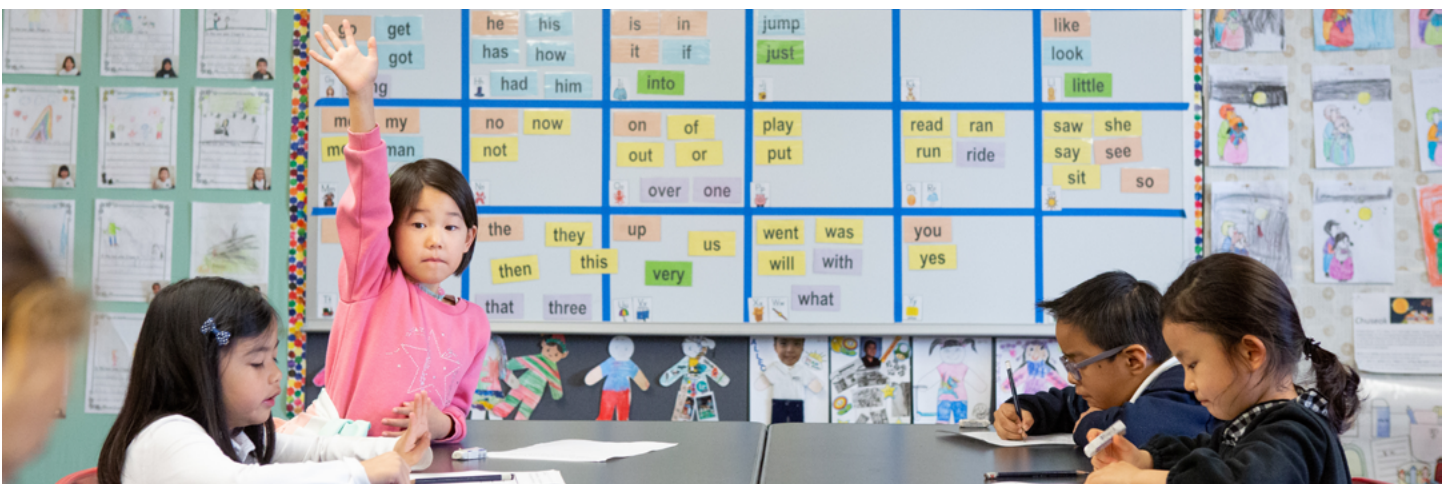
Between 2019 and 2022, Michigan students lost an average of 45% of a grade in reading and 51% of a grade in math, meaning that our students were approximately half of a year behind in these subjects at the end of the 2021-2022 school year.²⁵

And for some districts, the picture is even worse. Students in districts including Kalamazoo, Lansing, and Detroit lost 75% of a grade level or more in math,²⁶ compounding our state's troubling inequities.

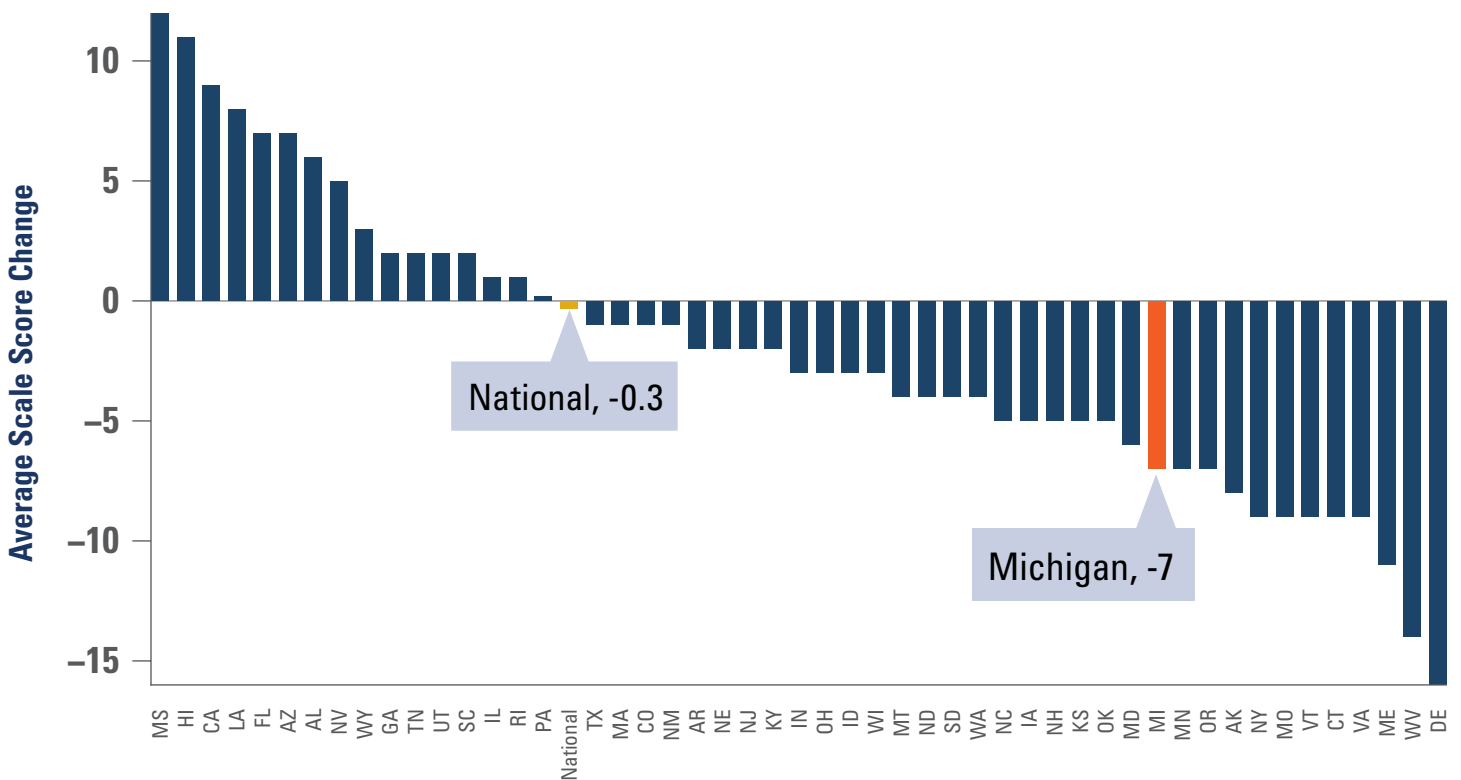
Additionally, Michigan students are recovering from pandemic learning losses much too slowly. In 2023, students in Kalamazoo, Lansing, and Ann Arbor were still performing 80% of a grade level behind their math achievement level in 2019.²⁷

During the 2022-2023 school year, Michigan students only recovered the equivalent of 7% of a grade in math and 1% of a grade in reading.²⁸ At this rate, students would need five more years to catch up in math and decades to catch up in reading.²⁹

These pandemic losses are compounded by the fact that Michigan has long lagged leading education states on key measures, and those gaps are even worse now. For example, between 2019 and 2022, Michigan students experienced a dramatic loss in early reading performance that doubled the national average on the National Assessment of Educational Progress – an assessment that is often referred to as the nation's report card and allows for comparisons among states. With those losses, Michigan now stands in the bottom 12 states in the nation for academic performance in early reading.³⁰



Average Scale Score Change, NAEP Grade 4 – Reading – All Students (2003-2022)



Source: NAEP Data, NCES (Basic Scale Score=208; Proficient Scale Score=238) 2003-2022

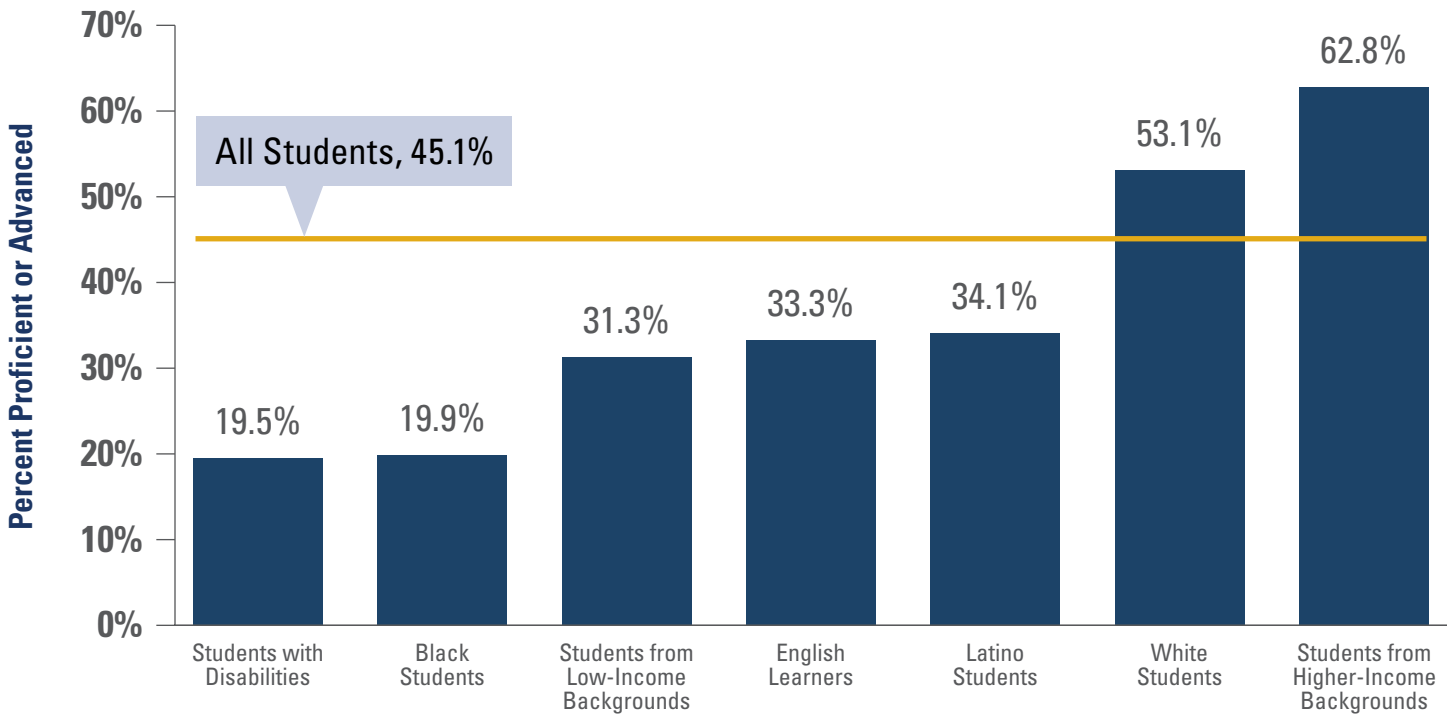
Students' performance on our state's standardized assessment, the M-STEP, paints a similarly troubling picture. In 2023, fewer than half – just 40.9% of all students – demonstrated proficiency in 3rd grade reading. That's down from 41.6% proficiency in 2022 and still several percentage points below Michigan 3rd graders' pre-pandemic 45.1% proficiency rate.

The reading data also signal large and concerning equity issues for students who are underserved, as academic outcomes for Black students, Latino students, English Learners, students with disabilities, and students from low-income backgrounds all fell at least 10 percentage points below the statewide average in 2023. The 2023 proficiency rates for these groups are all still lower than the pre-pandemic proficiency rates, signaling that no subgroup of students has satisfactorily "caught up" to their pre-pandemic performance.



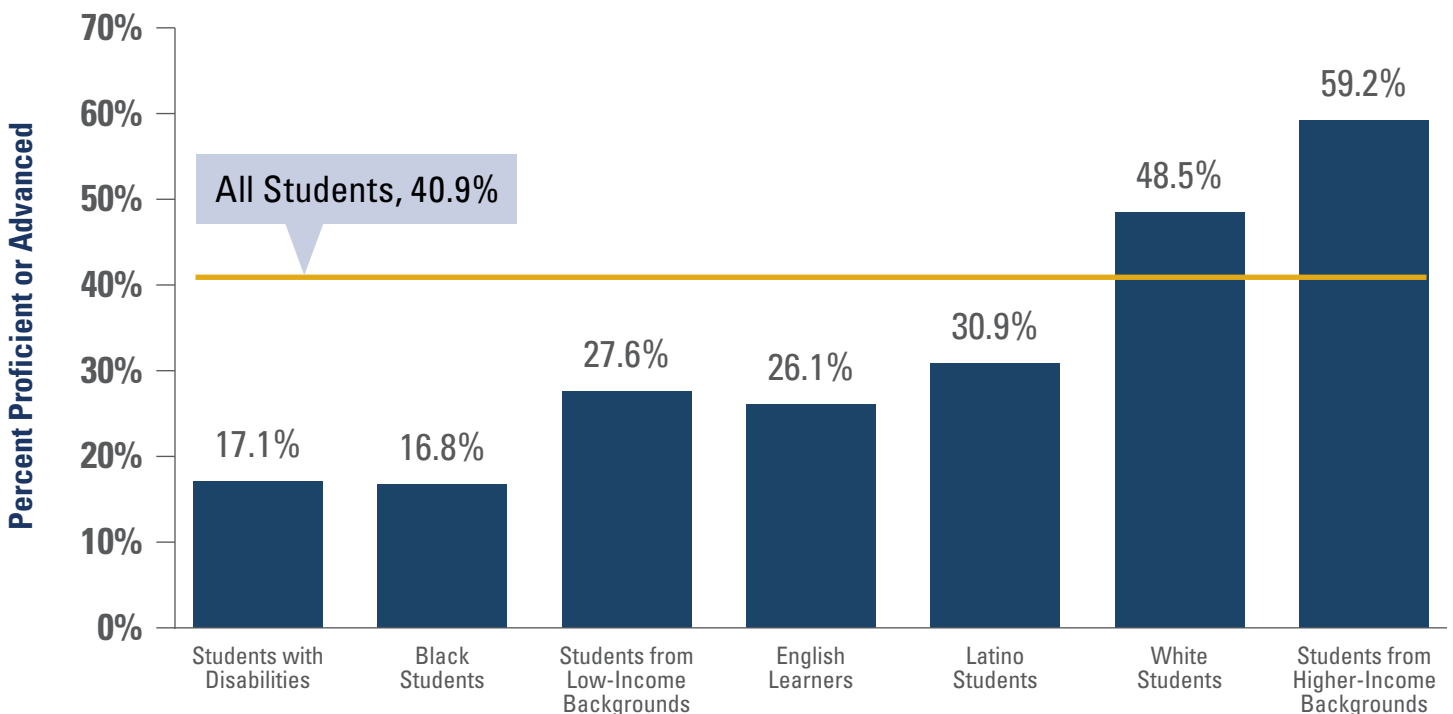
Pre- and Post-Pandemic Statewide M-STEP Reading Proficiency

2019 3rd Grade Reading by Subgroup



Source: MDE, M-STEP Results 2019

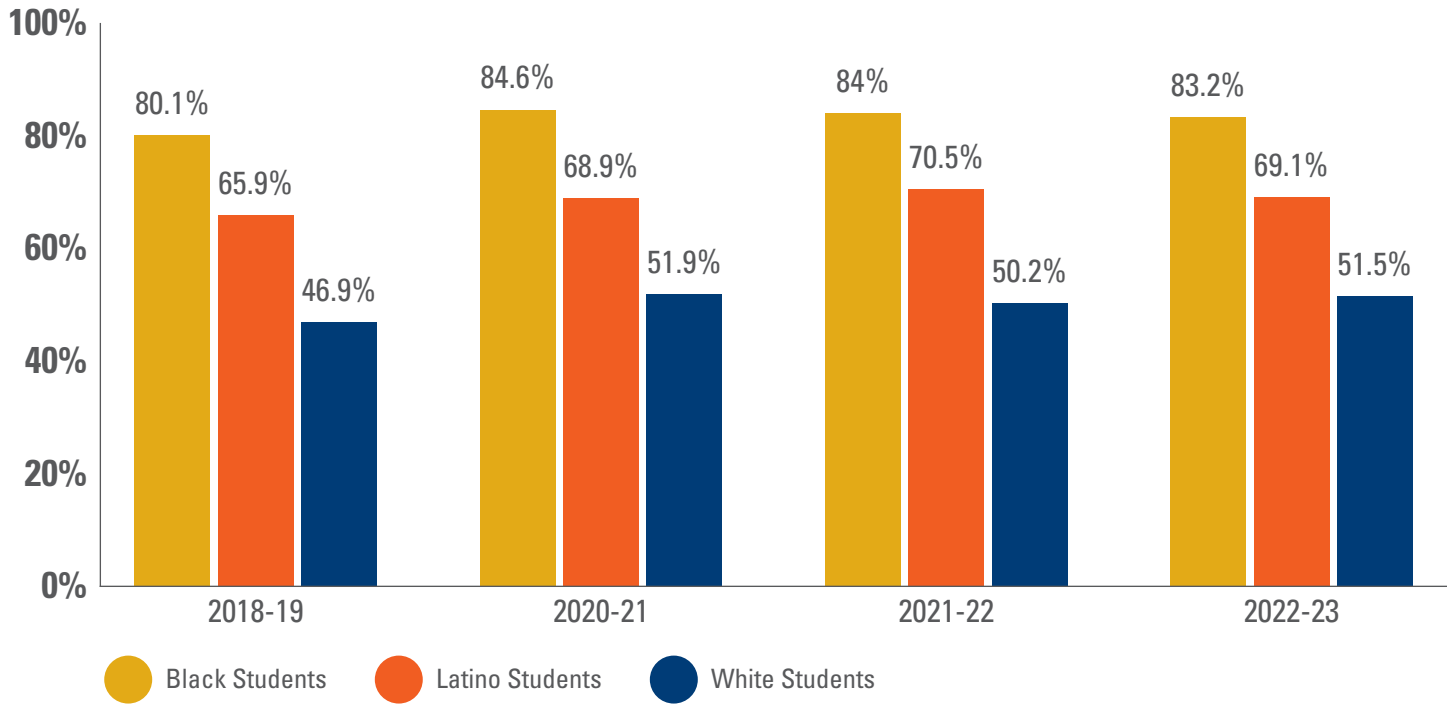
2023 3rd Grade Reading by Subgroup



Source: MDE, M-STEP Results 2023

Additionally, the proportion of 3rd graders scoring “not proficient” or “partially proficient” - the lowest score categories - has increased.

Statewide 3rd Grade Reading “Partially” or “Not Proficient” By Subgroup Change Over Time (2019-2023)



Source: MDE, M-STEP Results 2019-2023

Note: Data from 2019-20 are not available due to the pandemic.

When it comes to early literacy, a lower percentage of today’s 3rd graders are reading on grade level than 3rd grade students before the pandemic, and achievement gaps have widened.



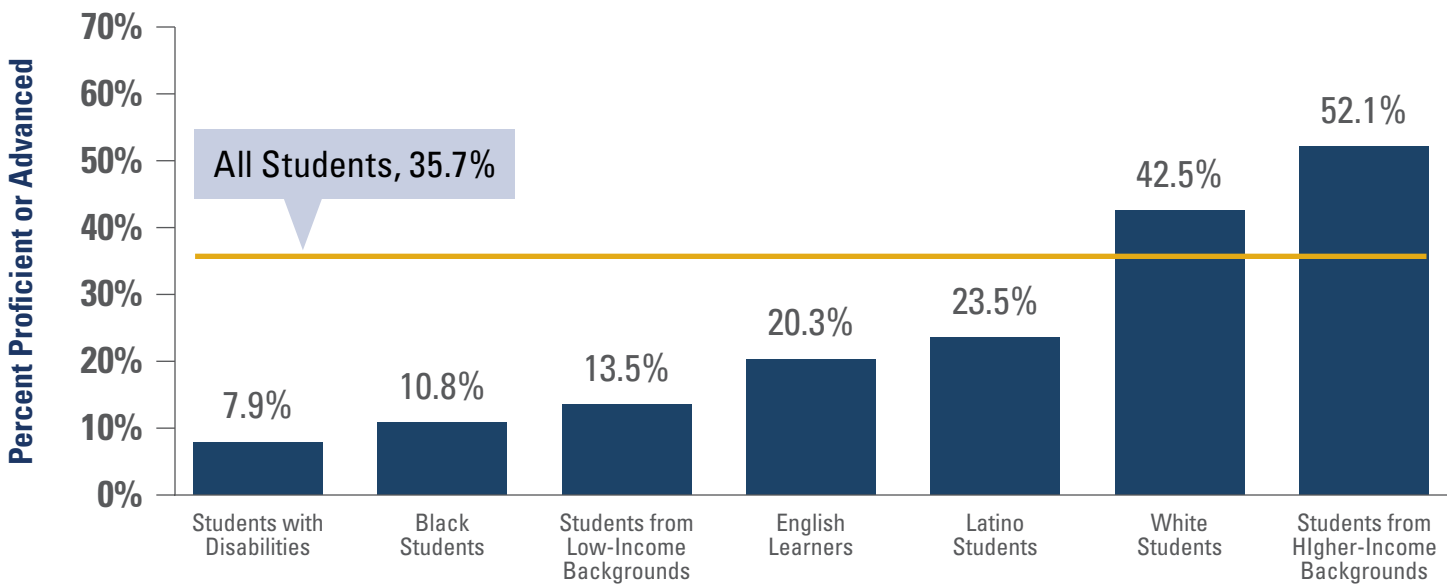
The picture is also bleak for students' math outcomes on the M-STEP, with wide disparities for students who are the most underserved.

In 2023, fewer than a third of Michigan students – just 31% – scored proficient or above on the 7th grade math assessment. Meanwhile, the opportunity gaps are substantial for Black and Latino students, students with disabilities, English Learners, and students from

low-income backgrounds. In fact, fewer than 1 of every 10 Black students scored proficient or above in math in 2023. And less than 20% of students from low-income backgrounds and Latino students – or fewer than 1 in 5 – scored proficient or higher. In 2023, every student subgroup remained below pre-pandemic performance levels of 2019.

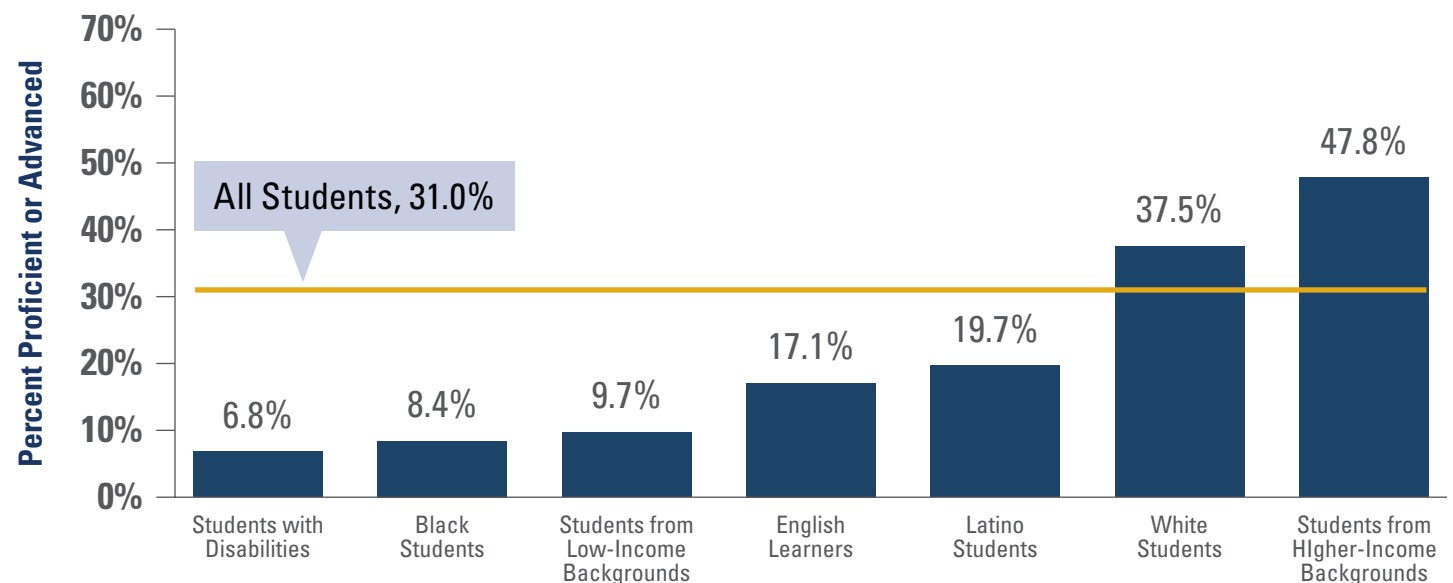
Pre- and Post-Pandemic Statewide M-STEP Math Proficiency

2019 7th Grade Math by Subgroup



Source: MDE, M-STEP Results 2019

2023 7th Grade Math by Subgroup



Source: MDE, M-STEP Results 2023

Years of academic stagnation and decline have left Michigan in an untenable position: offering mediocre academic prospects to the majority of its students and dismal prospects to students of color, students from low-income backgrounds, English Learners, and students with disabilities – groups that have been overlooked and underserved for far too long.

The troubling disparities for students who are most underserved are also pronounced when we look at our students' outcomes against their peers across the nation.

For example, Michigan ranks in the bottom five states for both 4th grade reading and 8th grade math for Black students on the National Assessment of Educational Progress (NAEP). We also rank as the 11th worst state for 4th grade reading for students from low-income backgrounds on the NAEP.³¹

Yet, the achievement gaps shown above are not a reflection of our students' talents, but rather are a symptom of opportunity gaps in our public education system. After all, we know that every Michigan student is bright and has the potential to achieve at high levels, like students in other states.

Addressing these opportunity gaps will take urgent and serious investment, among other efforts, in our public schools. Additionally, with federal COVID relief funding ending this year,³² Michigan school districts face more challenges in helping students catch up academically.

In the next section of this report, we analyze one of the root causes of Michigan's academic crisis: our long-standing school funding gaps.

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III: MICHIGAN'S FUNDING GAPS

Even before the pandemic and for many years, Michigan has been woefully underfunding our public schools. Additionally, our state invests significantly less funding for students with additional needs than leading education states and what research recommends.³³

For instance, from 1995-2015 – or for two decades – Michigan was the worst state in the nation for education revenue growth.³⁴ That means for nearly two generations of students, Michigan was at the bottom nationally for education revenue growth during their entire K-12 experience.

Not only were other states outpacing Michigan for growth in education revenue, but Michigan was also investing less of its available funding in education over time. In fact, Michigan's level of investment in education has greatly decreased since 2006.³⁵

Consider the outlook for Michigan's public schools if we had invested more: if in 2016 after the 2008 economic recession, Michigan had returned to its 2006 school funding levels, Michigan would have spent 20% more – or **\$22 billion dollars more** – in K-12 education between 2016 and 2021.³⁶ Those are dollars that could have been used to systemically improve our public education system on many fronts.

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On top of the lack of investment, inequities have long been baked into Michigan’s school funding formula (see sidebar story, “Proposal A: One Small Step on a Long Journey”), leaving some districts today with far higher foundation allowance funding than others.

Consider that Pontiac School District received a foundation allowance of \$9,608 per student in the 2023-2024 academic year. Less than 10 miles away in Birmingham and Bloomfield Hills, the foundation allowance was \$13,363 and \$13,443, respectively – a difference of nearly \$4,000 per student. In southwest Michigan, New Buffalo Area Schools received a foundation allowance of \$11,443. The River Valley School District, which shares a border with New Buffalo Area Schools, received \$9,608. In the Upper Peninsula, St. Ignace Area Schools receive the state target foundation allowance of \$9,608, but the Mackinac Island School District – only a short ferry ride away – received more than \$3,000 more per student, with a foundation allowance of \$12,716.⁴³

No one has borne the brunt of this unfairness more than children from low-income backgrounds, as well as English Learners and students with disabilities. For instance, Michigan falls far below what most states provide for students from low-income backgrounds, ranking 20th out of 28 states with similar funding systems in 2022-2023.⁴⁴ For many years, Michigan’s school funding formula mandated an additional 11.5% in what is called “at-risk” funding on top of the foundation allowance – or base student spending – for students from low-income backgrounds. Yet that amount was often underfunded, with districts receiving on average only 9% per student more in additional “at risk” funding.⁴⁵

Additionally, our funding formula did not account for concentrations of poverty in school districts.⁴⁶ In fact, between 2018 and 2020, Michigan was one of only 15 states providing less funding to its highest poverty districts than its wealthiest districts.⁴⁷ And among 31 states with similar funding formulas, Michigan ranks 26th for English Learner funding.⁴⁸

PROPOSAL A: One Small Step on a Long Journey to Fair Funding

For many years, Michigan schools were funded largely through local property tax revenue, and funding for schools varied dramatically – by thousands of dollars per student – depending on the relative wealth of the community.³⁷

In the 1990s Michigan revamped its school funding formula to address deep inequities propelled by great disparities in local property values,³⁸ yet its new funding system ensured that funding would remain persistently inequitable – planting the seeds for some of America’s most shameful achievement and opportunity gaps over the last 20 years.

Specifically, in 1994, Michigan voters adopted Proposal A, which eliminated local property taxes as the source of school operational funding. Proposal A required the districts with the lowest levels of school funding to receive at least a minimum level of funding through a new “foundation allowance.” Through Proposal A, the state was required to fund all schools over time to meet a higher target foundation allowance.³⁹ The foundation allowance is a per-pupil amount funded through a mix of state and local dollars which represents the majority of general operating dollars for school districts.⁴⁰ Over time, the lowest-funded districts in the state made progress toward the target foundation allowance until, in fiscal year 2022 – nearly 30 years after Proposal A passed – all Michigan school districts received at least the target foundation allowance of \$8,700.⁴¹

Despite the progress in bringing all districts up to a funding floor, inequity remains baked into Michigan’s current funding system.

Under Proposal A, a small number of school districts, known as “Hold Harmless” and “Out-of-Formula” districts, can still locally generate and keep more revenue than they need to fund the target foundation allowance for the students in their districts and therefore are allowed to have higher foundation allowance amounts.⁴² In some cases, neighboring school districts may have vastly different foundation allowances, which then leads to disparities in services, programs, and teacher salaries that those districts can offer, often giving them a clear advantage over neighboring school districts.

Research recommends that students from low-income backgrounds need 100% to 200% more funding than their peers from more advantaged backgrounds⁴⁹ and additionally recommends English Learners receive at least 100% to 150% more than students who speak English as their first language.⁵⁰

In short, when it comes to additional funding for additional student needs, Michigan for years has remained far below what research recommends and what leading states practice.⁵¹ Even with a transformative new funding model approved by the legislature in 2023 that now accounts for concentrations of poverty – The Opportunity Index, which we talk about more on page 18, Michigan is not providing the resources that students who are the most underserved need to achieve their full potential.

In the next section, we explore the research and best practices demonstrating why additional funding is necessary for students with the greatest needs.



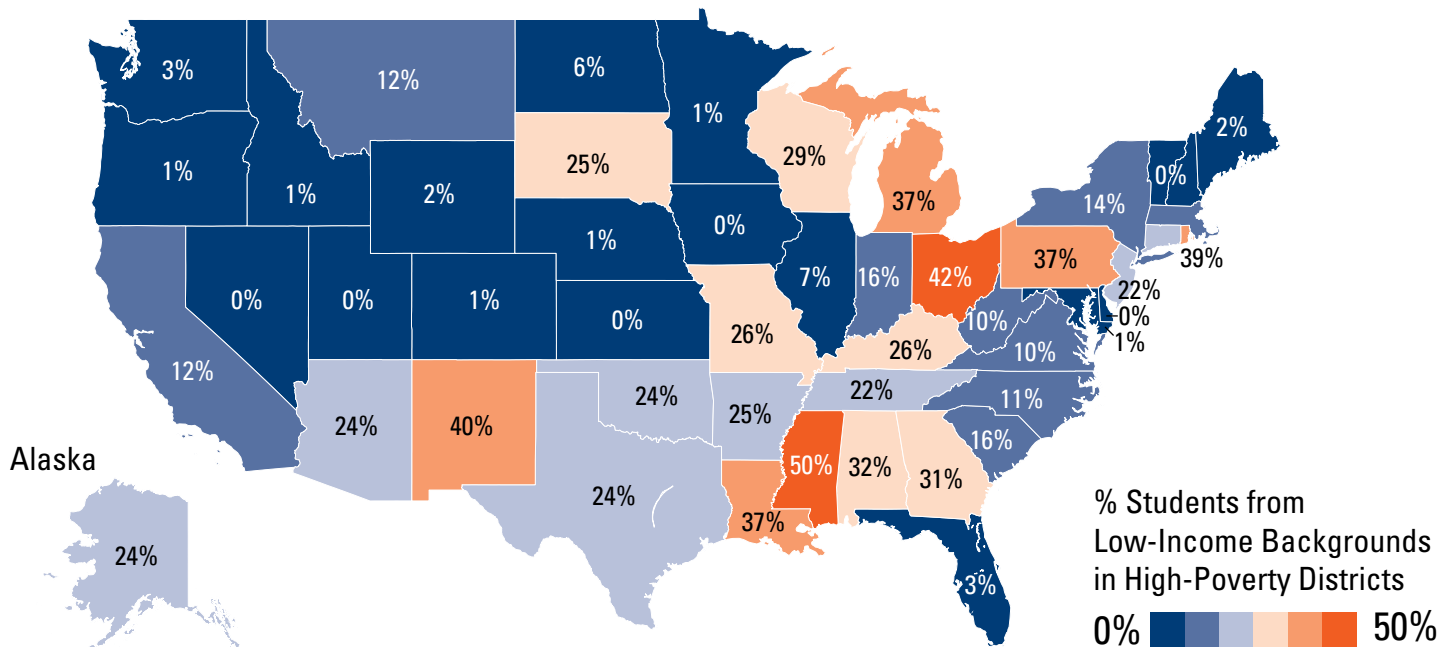
IV. MONEY MATTERS IN EDUCATION, ESPECIALLY FOR STUDENTS WHO ARE UNDERSERVED

We know that students experiencing poverty can face myriad challenges, including physical or mental health stressors, inability to access high-quality Pre-K, work obligations that conflict with school schedules, and housing, food, or resource instability.⁵² The unique challenges associated with learning while experiencing poverty detrimentally affect academics. Over the years, researchers have studied the effects of poverty on student outcomes and found that, on average, students from lower-income districts demonstrate lower levels of academic achievement than their peers in wealthier districts.⁵³ Troublingly, in Michigan concentration of poverty often intersects with the lingering legacy of racial segregation in schools. This school year, nearly half of all the students of color and two-thirds of all Black students in Michigan attend school in districts with high concentrations of poverty where 73% or more of the students come from economically disadvantaged backgrounds, compared to only 13% of Michigan’s white students learning in those same school districts, according to a new analysis by The Education Trust-Midwest.

As the map below from a 2019 analysis of the Education Law Center shows, Michigan had among the highest rates in the country for the percent of students living in concentrated poverty.

CONCENTRATED STUDENT POVERTY, 2017

Percentage of Students from Low-Income Backgrounds Living in High-Poverty (>30%) Districts



Source: Danielle Farrie, Robert Kim and David G. Sciarra, “Making the Grade 2019: How Fair is School Funding in Your State?,” (Newark, NJ: Education Law Center, November 2019, Figure 5*)

*The figure comes from the Education Law Center’s analysis of Census’s Small Area Income and Poverty Estimates (SAIPE), 2017

Note: Map represents the percentage of students from low-income backgrounds in the state who live in high poverty (>30% Census poverty) school districts. In orange states, at least 1 in 4 students (≥25%) lives in a high-poverty district.

When poverty is concentrated in an area like a school district or even an individual school, its impact on students can be compounded.⁵⁴ Schools with high concentrations of students from low-income backgrounds face additional challenges including lower resources, less experienced teachers,⁵⁵ more teacher turnover, and increased exposure to environmental hazards and safety concerns.⁵⁶

This report also previously noted the significant opportunity gaps faced by students from low-income backgrounds – and how disparities show in their academic outcomes. For more on that, refer to the section *“Compounding Problems: Stagnant Academic Outcomes for Michigan Students Grow Worse.”*

Additionally, Michigan students in districts with the highest concentrations of poverty are much less likely to be in classrooms with highly experienced teachers. The Education Trust-Midwest, through a new analysis, found that highly experienced teachers are more likely to teach in the districts with the lowest concentrations of poverty rather than those in the highest concentrations of poverty. Researchers looked at the data through the lens of the Opportunity Index, Michigan’s new funding formula that invests dollars based on concentration of poverty.

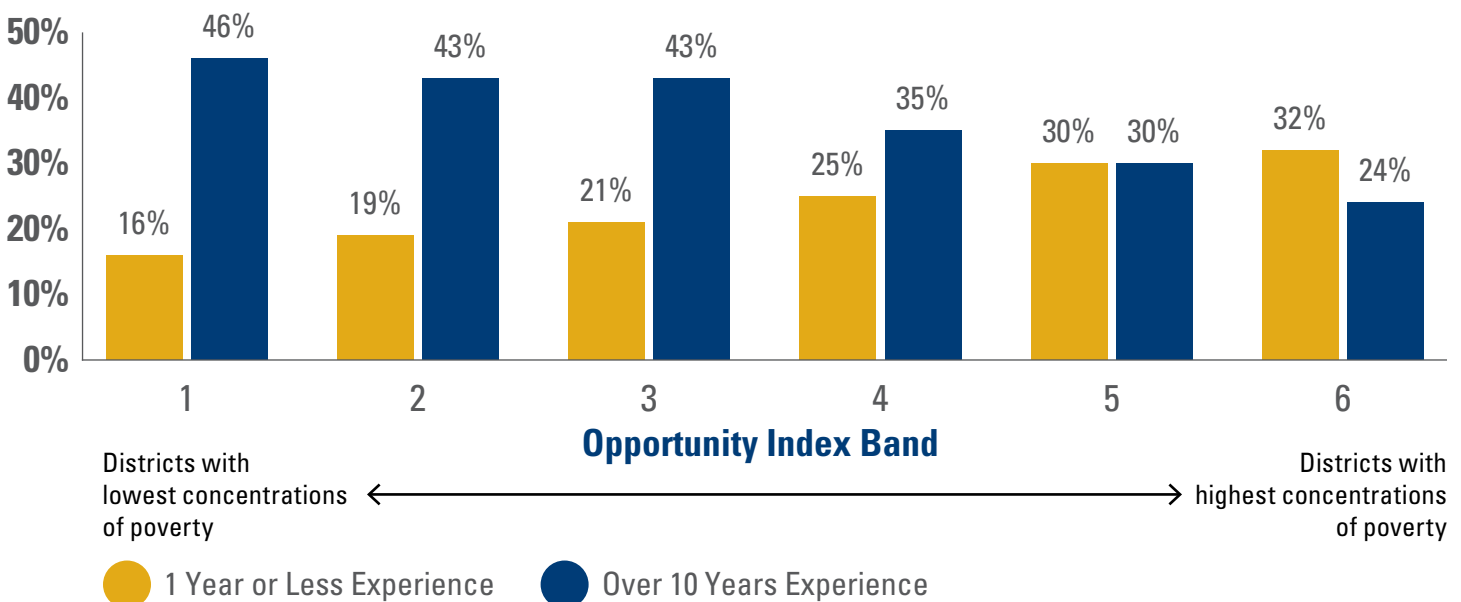
The Opportunity Index, as described in more detail in the forthcoming section, divides Michigan’s school districts into six categories called bands based on the

concentration of poverty – or the percentage of students from economically disadvantaged backgrounds – in the district. Districts with the highest concentration of poverty are in Opportunity Index band 6, and they receive the highest weighted funding.

The analysis found that inexperienced teachers are inequitably distributed across the Opportunity Index bands. In band 6 – the districts with the highest concentrations of poverty in the state – one-third of teachers are in their first year of teaching while only a quarter of teachers have more than 10 years of experience. Conversely, in the wealthiest districts in the state, first-year teachers comprise only 16% of the workforce while nearly half of teachers have more than 10 years of experience.

Indeed, the analysis reinforces evidence of a pattern where new, inexperienced teachers start their career in higher poverty schools only to move to more affluent districts later in their careers as vacancies become available.⁵⁷ This leaves our students with the greatest needs at a disadvantage. After all, we know from research that experienced teachers are more effective in the classroom, on average, than beginning teachers.⁵⁸ Put simply, and as the chart below shows, students learning in the highest concentrations of poverty in Michigan often lack access to enough educators with the skills and experience most likely to help them succeed academically.

Distribution of Most and Least Experienced Teachers Across Michigan by Opportunity Index Band (2024)



Source: MI School Data 23-24 Staffing Count report, Public Act No. 103 of 2023, & Data Received from the Senate Fiscal Agency

While it can be difficult to make causal links between school funding and student outcomes, there is widespread agreement in national research that money matters in education, especially for students who are the most underserved.⁵⁹ As noted above, poverty and other external factors affect student outcomes, yet Michigan schools lack the resources needed to provide all students with a high-quality education.⁶⁰ **As noted above, Michigan has had one of the highest rates of concentrated poverty in the country,⁶¹ making the effects of poverty on educational outcomes a critical issue.**



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V. A NEW ERA OF OPPORTUNITY

Today, there are significant new opportunities to change Michigan’s trajectory and put it on course to catch up with leading states, such as Massachusetts, and to ensure that opportunity gaps are truly closed. Thanks to state leaders, such as State Senator Darrin Camilleri, and organizations across the state, including the Michigan Partnership for Equity and Opportunity, a transformative funding structure – The Opportunity Index – is now in place that can address both the deep inequities of Michigan’s funding system and ensure investment for students who need it most, regardless of geographic location.

That historic change in 2023 made Michigan among the nation’s first ten states with a funding formula that includes an index for concentrations of poverty, among states with similar funding systems.⁶²

Go to partnersformistudents.org to learn more about the **Michigan Partnership for Equity and Opportunity** and its advocacy for students who have been underserved for too long by Michigan’s public education system.

Michigan’s new Opportunity Index transforms the way the state allocates “at-risk” funding by dividing school districts into six categories called bands based on the concentration of poverty – or the percentage of students the state considers “economically disadvantaged” – in each district. Within each band, districts are assigned additional funding calculated as a percentage of the foundation allowance, also known as a weight. The weights increase as the concentration of poverty in a district increases.⁶³ That means that districts will receive an additional amount on top of the foundation allowance based on the concentration of poverty in the district. Districts with higher levels of concentrated poverty are assigned a higher weight and receive greater funding to account for their students’ additional needs.⁶⁴



Detailed Description of Michigan's New Opportunity Index Weighted Funding Formula

Band	Minimum % of Economically Disadvantaged Students in a District	Maximum % of Economically Disadvantaged Students in a District	Weighted Funding Goal for Economically Disadvantaged Students	FY24 Prorated Weighted Funding for Economically Disadvantaged Students
1	0%	19.99%	35%	11.53%
2	20%	43.99%	36%	11.75%
3	44%	58.99%	37.5%	12.23%
4	59%	72.99%	39%	12.72%
5	73%	84.99%	42%	13.70%
6	85%	100%	47%	15.33%

The formula, as noted in the chart above, includes funding weights of 35%-47% of the foundation allowance based on districts' concentrations of poverty, yet the legislature allocated only enough funding to cover prorated weights of 11.5%-15.3% in fiscal year 2024.⁶⁵ Michigan legislators did not set a specific period of time in which they plan to fund the Opportunity Index to the weights that are established in statute, which would amount to \$2 billion more for districts across the state if it were funded today.

Learn more about **what other states can learn from Michigan's new Opportunity Index** as analyzed by Bellwether Education Partners, a nationally respected education consulting organization. Go to bit.ly/bellwetherblog.



THE MASSACHUSETTS SUCCESS STORY

Michigan and Massachusetts: two states that are rarely grouped together for their public education outcomes in recent years, yet they share much in common in terms of their educational heritage. Sharing long industrial histories, both states benefited greatly from serving as industrial powerhouses of their respective times⁶⁶ – Massachusetts as a textile center and Michigan as the automotive capital of the world. By the early '90s, their performance was remarkably similar in education, as well, according to national assessments.⁶⁷

However, in the 1990s, the two states' paths – and futures of their children and talent bases – diverged. Massachusetts made a commitment to overhaul its education system decades ago through the implementation of career- and college-ready expectations for all students, greater supports for teachers, and a commitment to effective teaching and school leadership, alongside a high-quality grand bargain for the state's charter sector.⁶⁸ Today, Massachusetts is considered a leading state nationally for academic outcomes, maintaining its status as the best state in the country for early reading and 8th grade mathematics in 2022.⁶⁹

Building on their years of nationally renowned academic success, in 2019, Massachusetts leaders made yet another bold goal for their state and its citizens: to not only lead in educational performance in the U.S.⁷⁰ and globally,⁷¹ but to ensure its rising performance will be experienced by all children, not only its white and affluent students.⁷² It also put into place a strategic new state school funding formula to ensure all of its students – and the schools that serve them – will have the resources they need to lead the world for educational performance.⁷³

At that time, Massachusetts took a position of national leadership by adapting its funding formula to explicitly address concentrations of poverty in school districts with transformational weights ranging from 40% to more than 100% – meaning that students who have the greatest needs receive the greatest resources – up to double the base funding amount.⁷⁴ Massachusetts divides districts into 12 categories based on the concentration of poverty in each district, and districts with greater concentrations of poverty receive higher weights. Massachusetts committed to phasing in its new funding formula over a period of 7 years.⁷⁵

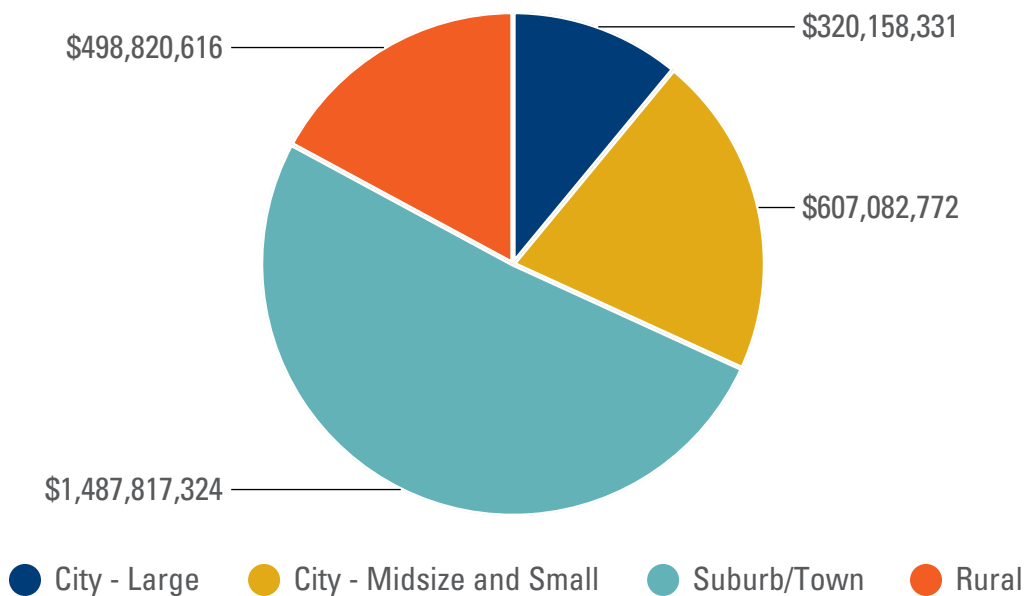


It is important to note that the Opportunity Index benefits all types of communities across the entire state. In fact, according to a new analysis by The Education Trust-Midwest, when examining the distribution of new funds that will result from a fully funded Opportunity Index:

- The biggest winners in the state are town and suburban districts, which together receive approximately half of new dollars invested in the Opportunity Index.
- Midsized and small cities receive approximately \$600 million.
- Rural districts will receive almost \$500 million.
- Eleven percent of the total new Opportunity Index dollars – or about \$320 million – goes to urban school districts.

The truth is that children all over the State of Michigan, from all backgrounds, are benefiting from the Opportunity Index, as you can see in the chart on this page and in the maps on page 22.

Estimated Distribution of Full Opportunity Index Funding by Locale - Opportunity Index Funding Benefits all Geographic Regions of Michigan



Source: MI School Data 23-24 District/School Count, Public Act No. 103 of 2023, & Data Received from the Senate Fiscal Agency

Note: To determine the locale for each Michigan school district, the Education Trust-Midwest used the definitions assigned in MI School Data - which are the same as those used by the National Center for Education Statistics.

Children all over the State of Michigan, from all backgrounds, are benefiting from the Opportunity Index.

Figure 1: Michigan Opportunity Index Band by District

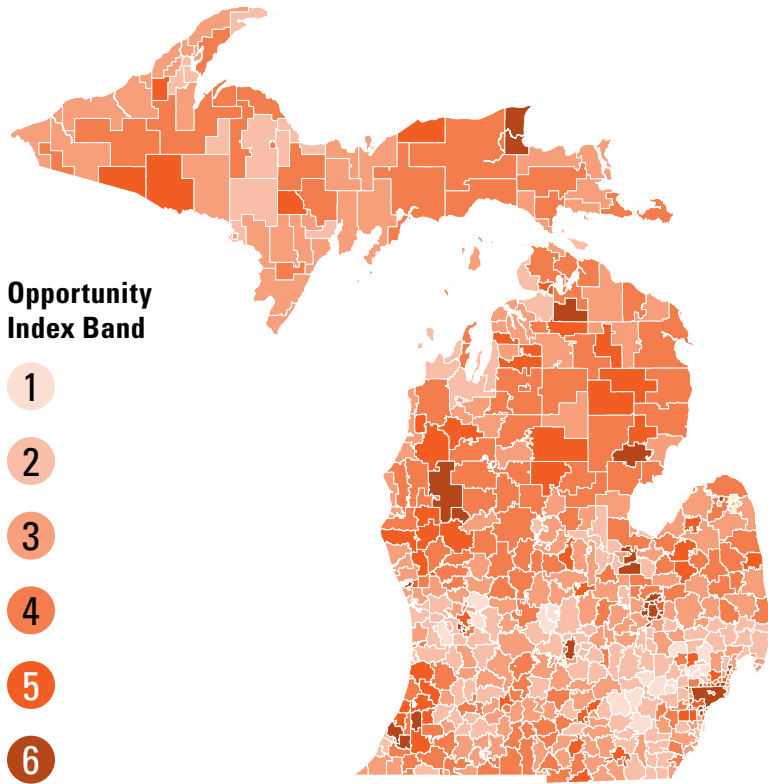


Figure 1 map displays the distribution of school districts in each Opportunity Index Band across the state.

Source: NCES School District Boundaries, Public Act No. 103 of 2023, & Data Received from the Senate Fiscal Agency

Figure 2: Distribution of Opportunity Index Band 5 and 6 School Districts in Michigan

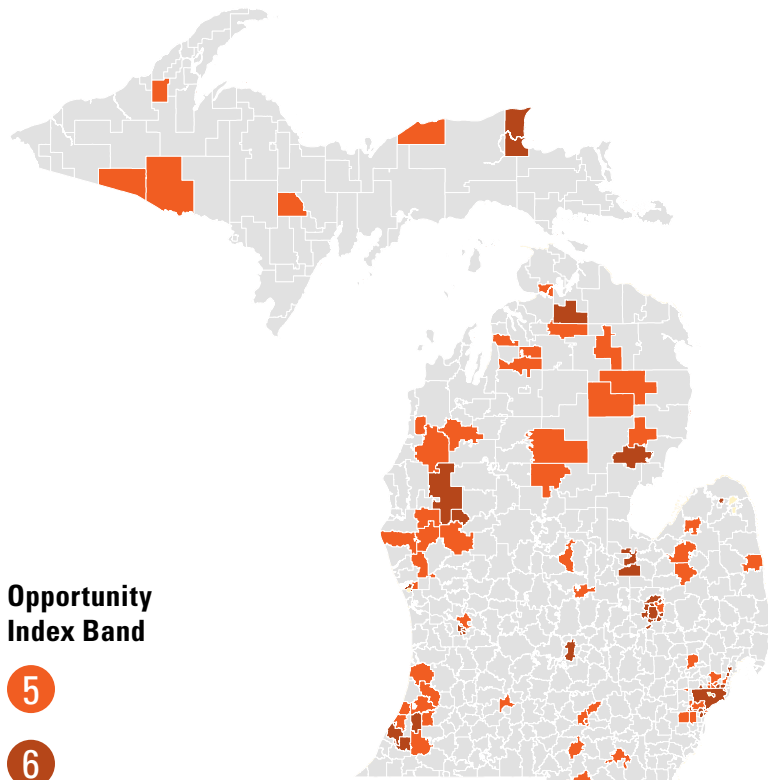


Figure 2 map focuses specifically on school districts in bands 5 and 6 – those with the highest concentrations of poverty in the state. These districts are present in various geographical areas across the entire state: urban, rural, and everything in between.

Source: NCES School District Boundaries, Public Act No. 103 of 2023, & Data Received from the Senate Fiscal Agency

After the Opportunity Index was established in 2023, many districts saw notable increases in funding. For example:

- Rural districts such as Whitefish Township and Mancelona received \$47,640 and \$591,357 more, respectively.
- Small town districts such as Kalkaska and Adrian received \$325,569 and \$591,357 more, respectively.
- Mid-sized city districts such as Grand Rapids and Warren received \$2,678,946 and \$2,718,360 more, respectively.
- Suburban districts such as Haslett and Ypsilanti received \$145,920 and \$598,113 more, respectively.
- Detroit, an urban district, received \$18,642,835 more.

Yet to fully realize the potential of the Opportunity Index, it must be fully funded.

For fiscal year 2024, state leaders invested an additional \$200 million into the Opportunity Index bringing the total investment to \$952 million – far short of the \$2.9 billion required to fully fund the weights in law this year.⁷⁶ Assuming the legislature continues increasing funding for the foundation allowance at approximately the same rate it has over the past decade,⁷⁷ investing \$200 million annually in the Opportunity Index means that Michigan would never fully fund the Opportunity Index because increases in the foundation allowance would outpace the annual \$200 million investment. Indeed, we would never make up the difference, according to a new analysis by The Education Trust-Midwest.

Instead, we need to invest now, starting this budget year with a minimum investment of \$500 million annually for five years. Doing so will ensure our students with the greatest needs receive the funding they need to succeed now.



We should invest now, starting this budget year with a minimum investment of \$500 million annually for five years. Doing so will ensure our students with the greatest needs receive the funding they need to succeed now.



If we fully funded the Opportunity Index as it is currently designed in statute, districts would see even greater benefits. For example:

- Rural districts such as Whitefish Township and Mancelona would receive \$239,246 and \$2,046,710 more, respectively.
- Small town districts such as Kalkaska and Adrian would receive \$2,820,440 and \$5,828,954 more, respectively.
- Mid-sized city districts such as Grand Rapids and Warren would receive \$32,945,358 and \$27,602,724 more, respectively.
- Suburban districts such as Haslett and Ypsilanti would receive \$1,825,241 and \$7,243,158 more, respectively.
- Detroit, an urban district, would receive \$142,867,611 more.

That's an important start, yet research and leading states show us what is possible if we created a truly transformative system. Michigan should look to the examples of leading education states, like Massachusetts. (See the sidebar, *"The Massachusetts Success Story,"* on page 20). If Michigan funded its students from low-income backgrounds as Massachusetts plans to do over the next several years, local districts would see truly transformative funding levels.

A fully funded Opportunity Index would result in an average per-pupil spending investment of approximately \$2,100 per Michigan student, compared to nearly \$3,700 per student in Massachusetts.

That means that Michigan’s fully funded Opportunity Index would only be investing, on average, about half of what Massachusetts will invest per student to address the challenges of learning in the highest concentrations of poverty, according to a new analysis by The Education Trust-Midwest.

A Massachusetts-style funding formula would translate to anywhere from hundreds of thousands of dollars to tens of millions of dollars more for individual Michigan school districts across the state. For example, consider how these same Michigan districts would be funded under a Massachusetts model:

- Rural districts such as Whitefish Township and Mancelona would receive \$567,742 and \$5,653,422 more, respectively.
- Small town districts such as Kalkaska and Adrian would receive \$6,448,622 and \$15,102,114 more, respectively.
- Mid-sized city districts such as Grand Rapids and Warren would receive \$80,917,952 and \$70,833,825 more, respectively.
- Suburban districts such as Haslett and Ypsilanti would receive \$2,790,828 and \$16,906,755 more, respectively.
- Detroit, an urban district, would receive \$355,842,280 more.

LESSONS FROM A LEADING STATE: CALIFORNIA

When California overhauled its school funding system, the state did not put strong enough fiscal accountability and transparency systems in place, leading to concerns that increased equity investments were not reaching the students for whom they were intended.

The California State Auditor found the State Legislature and State Board of Education — and the new funding system in California — had for years failed to ensure that billions of dollars targeted for low-income children and other students reached those students’ schools.⁷⁸ School districts on average, were directing only 55 cents of every dollar of extra funding from the Local Control Funding Formula to the schools where students with additional needs (and who generate those funds) attend.⁷⁹

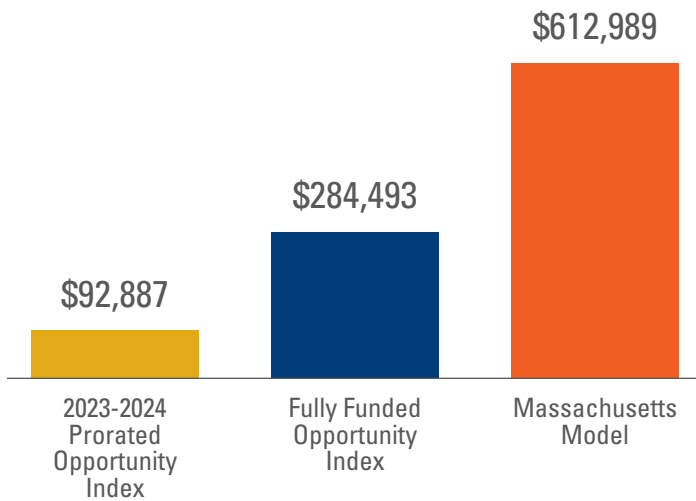
Recent updates to California’s funding system include a new requirement that districts with schools where any student group is performing at low levels must work to boost achievement, in part through targeted funding. Districts must also show evidence that their strategies are effectively boosting student achievement. Certain schools which serve a higher number of students from low-income backgrounds as well as other student populations with greater funding needs will receive additional “equity multiplier” dollars and additional accountability to ensure they are better serving the lowest-performing student groups.⁸⁰

The California story highlights the importance of implementing strong fiscal accountability and transparency systems alongside funding reform - a lesson Michigan would be wise to heed.

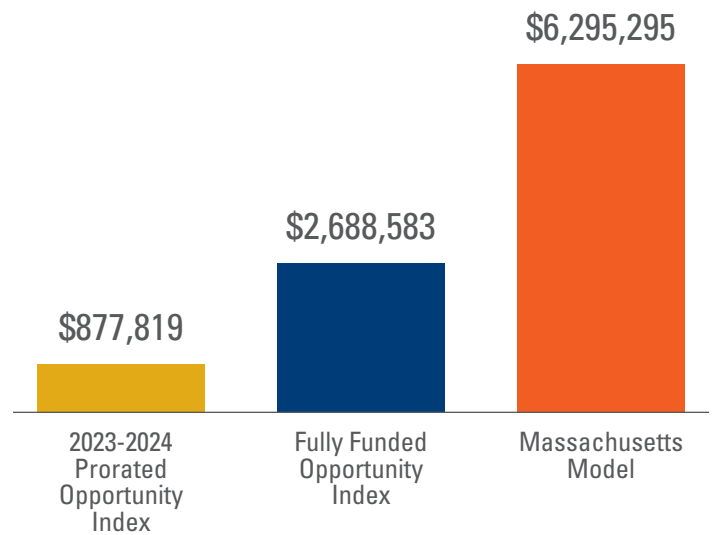
The following charts show how these districts are already benefitting from the Opportunity Index, how much more a fully funded Opportunity index would generate, and the transformational potential of a truly fair and equitable funding model like the one Massachusetts is implementing now.

Impact of Fair Funding Models: Selected Michigan Districts Comparison of Opportunity Index Funding

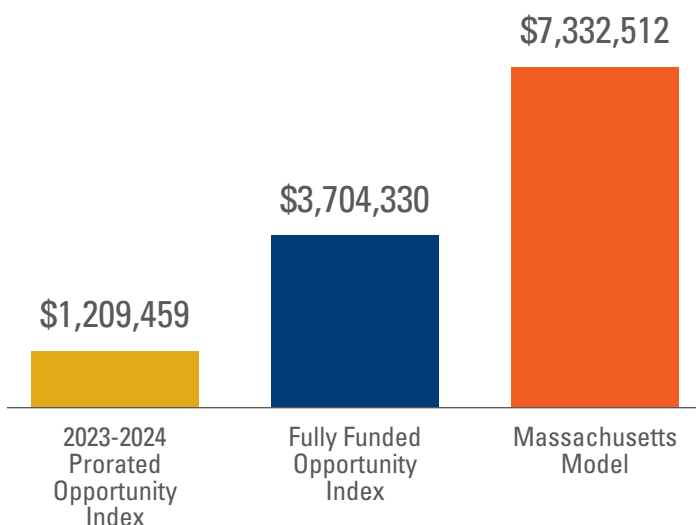
Whitefish Township Schools



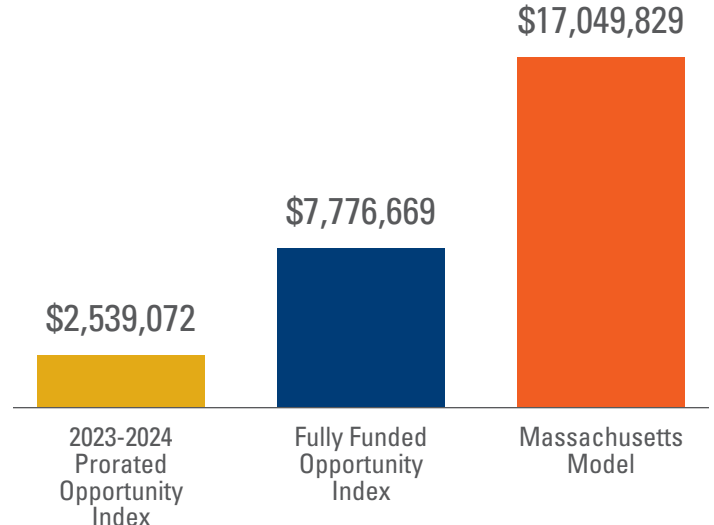
Mancelona Public Schools



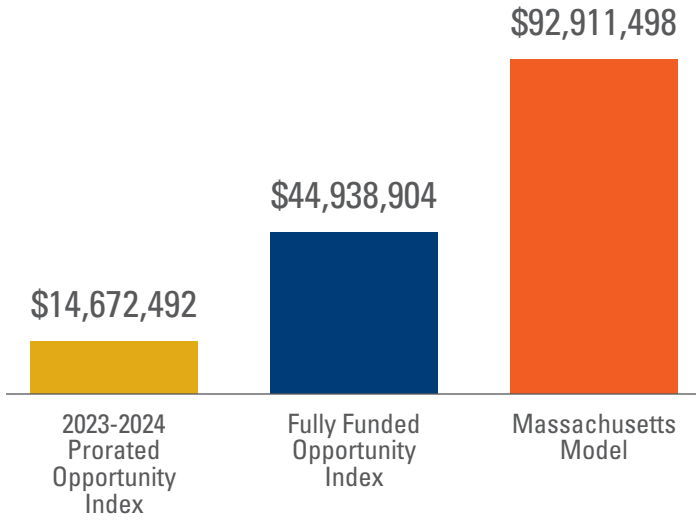
Kalkaska Public Schools



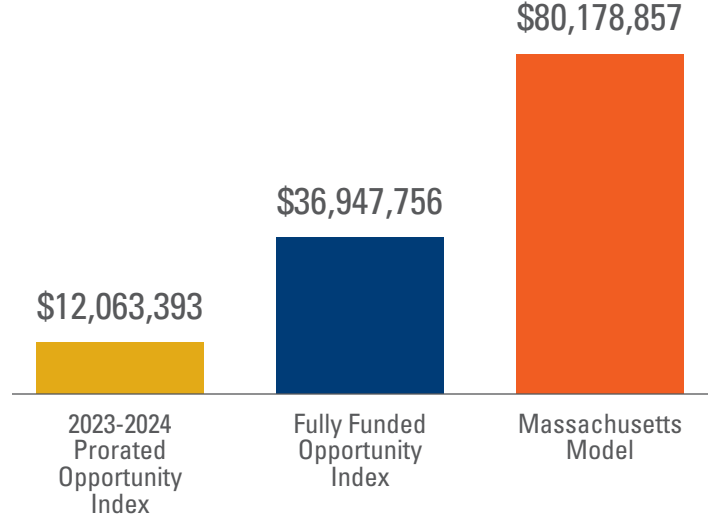
Adrian Public Schools



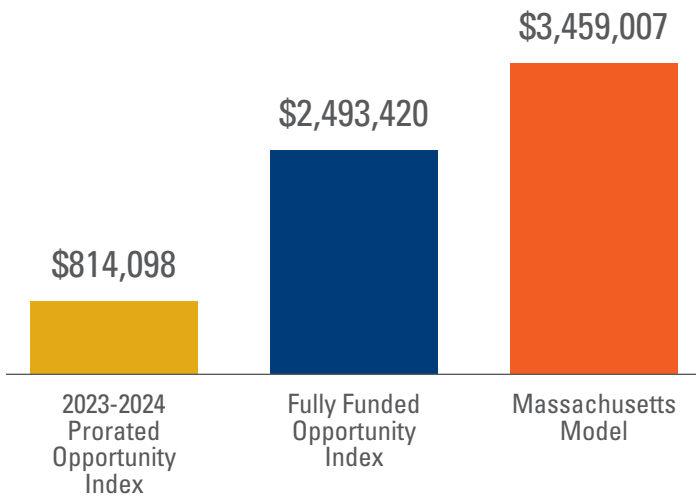
Grand Rapids Public Schools



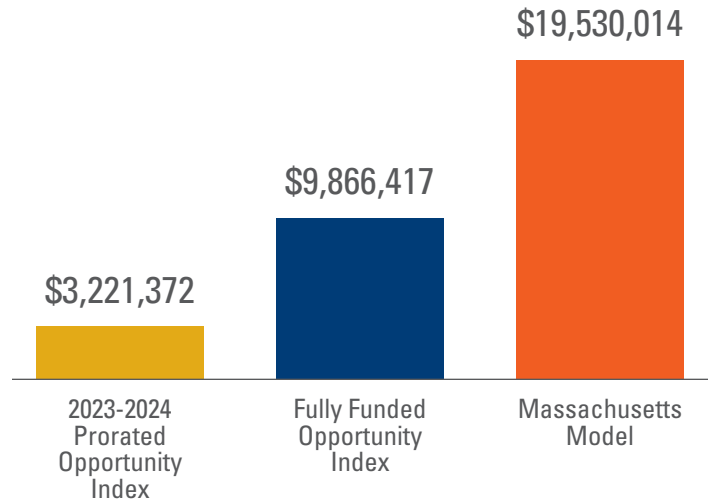
Warren Consolidated Schools



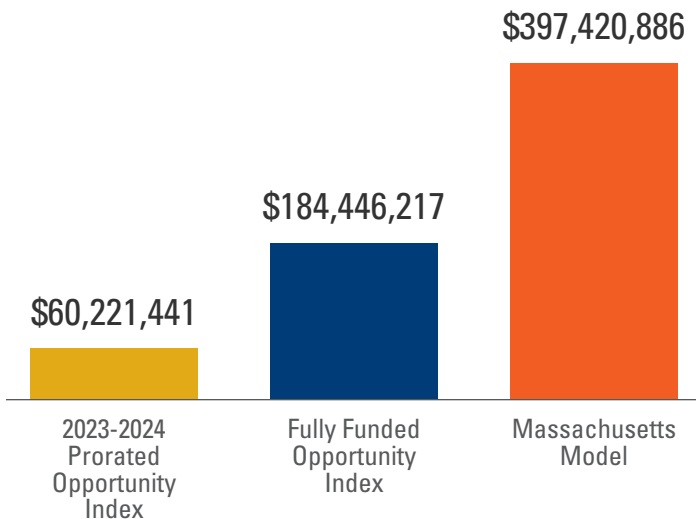
Haslett Public Schools



Ypsilanti Community Schools



Detroit Public Schools Community District



Take Action and Join the Invest Now Campaign

To see the impact of the Opportunity Index and the transformative possibility of a Massachusetts-style weighted funding formula for every public school district in Michigan, please visit our new website **Opportunity For All** at opportunityforallmi.org.

Source: MA Department of Elementary and Secondary Education, Public Act No. 103 of 2023, & Data Received from the Senate Fiscal Agency

VI. CONCLUSION

Seventy years after *Brown v. Board of Education*, it is time to not only address the shameful legacy of racial segregation, but the pervasive modern-day socioeconomic segregation, intergenerational poverty, and lack of opportunity we see in all types of communities – rural to urban – all over Michigan. Our children deserve to have the promise of this landmark decision fulfilled.

Here in Michigan, we can make great progress toward that dream by fairly funding our schools.

After all, the futures of Michigan children are no less bright than the children of Massachusetts or other leading states. The difference is what we are investing in them and how we are teaching and supporting them. While the Opportunity Index represents a truly historic turning point in Michigan school funding formula history, much work remains to be done to protect and fully implement the existing statute, let alone to expand the Opportunity

Index to its full potential as a transformational funding formula. We need to invest now, starting with \$500 million this budget year and continuing with investments of no less than \$500 million annually over the next five years. This level of investment is needed immediately and to continue annually over the next five years to address the devastating learning losses of the pandemic. Michigan students all over the state are half of a grade or more behind academically, and the current pace of recovery means that many students will never catch up. Fair funding is the first step to creating real, meaningful opportunity for all and fulfilling the tremendous promise and hope that was embedded in *Brown*. Michigan children deserve a world class education and the opportunity to succeed. We need to invest now and invest with urgency. We cannot wait another 70 years or 50 years – or even 10 years. **Our students' futures, and the future of our state, depend on fair funding now.**



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2024 Michigan Achieves! Indicators

4th Grade Reading

CURRENT PERFORMANCE

43rd

2030 PROJECTION

43rd

WHAT IT IS

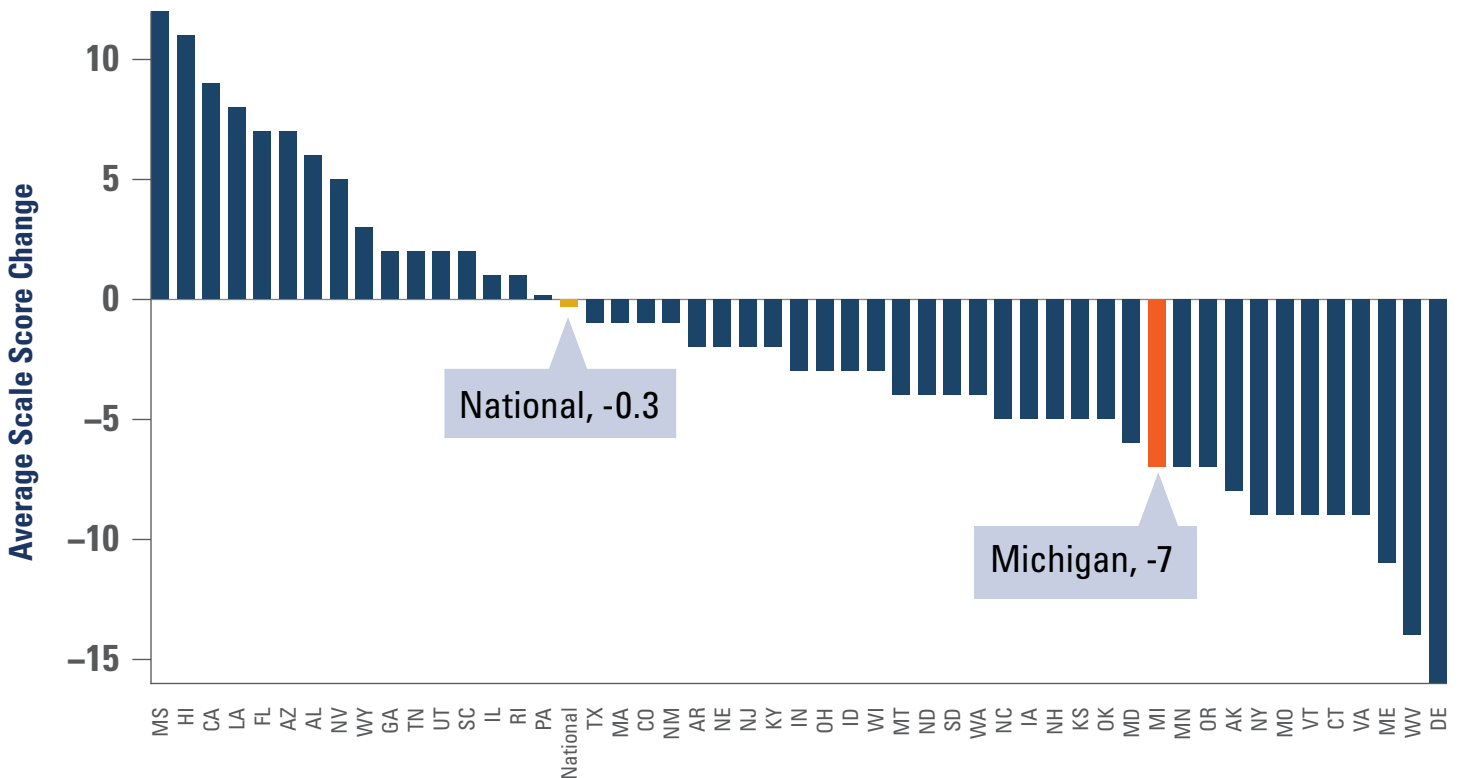
Early learners' reading proficiency is a telling indicator of whether Michigan's students are being prepared for success. The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment that provides for long-term comparisons of what America's students know and can do in various subject areas. The assessment is given every two years* and provides necessary information about student performance and growth for several indicators, including fourth-grade reading.

WHY IT MATTERS

Reading proficiency is tied to all kinds of academic and life outcomes and is an important foundation for learning in the upper grades. Michigan must drastically improve its early literacy achievement for all students and close the opportunity gaps that keep far too many children from low-income backgrounds and students of color from fulfilling their potential.

Michigan State with 12th Largest Decline in Early Literacy

Average Scale Score Change, NAEP Grade 4 – Reading – All Students (2003-2022)



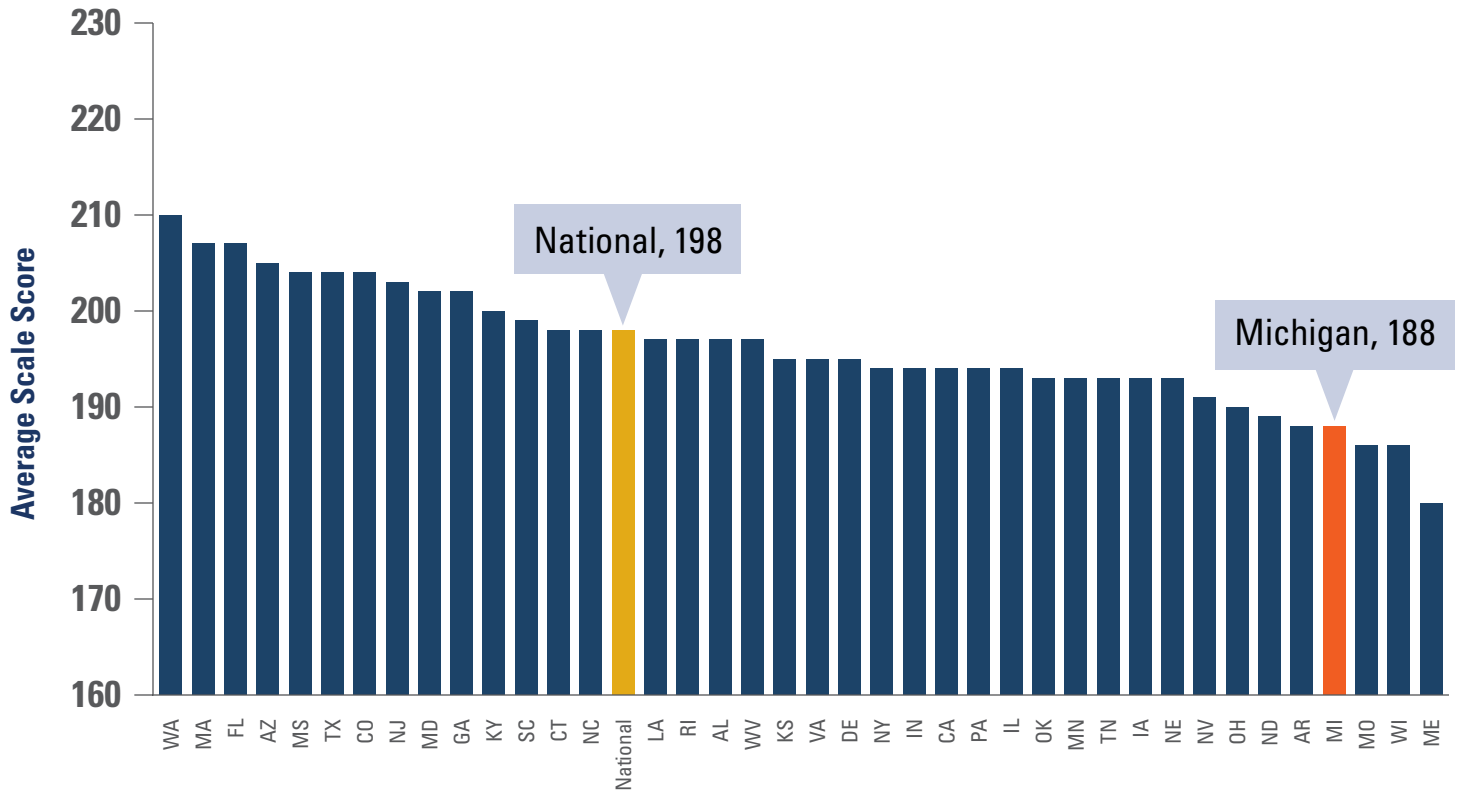
Source: NAEP Data, NCES (Basic Scale Score=208; Proficient Scale Score=238) 2003-2022

*Due to the COVID-19 pandemic, NAEP was administered in 2022 instead of 2021.

4th Grade Reading (cont'd)

Michigan in Bottom Five for Black Students in Early Literacy

Average Scale Score, NAEP Grade 4 – Reading – Black Students (2022)



Source: NAEP Data, NCES (Basic Scale Score=208; Proficient Scale Score=238) 2003-2022

*Due to the COVID-19 pandemic, NAEP was administered in 2022 instead of 2021.



8th Grade Math

CURRENT PERFORMANCE

2030 PROJECTION

26th

29th

WHAT IT IS

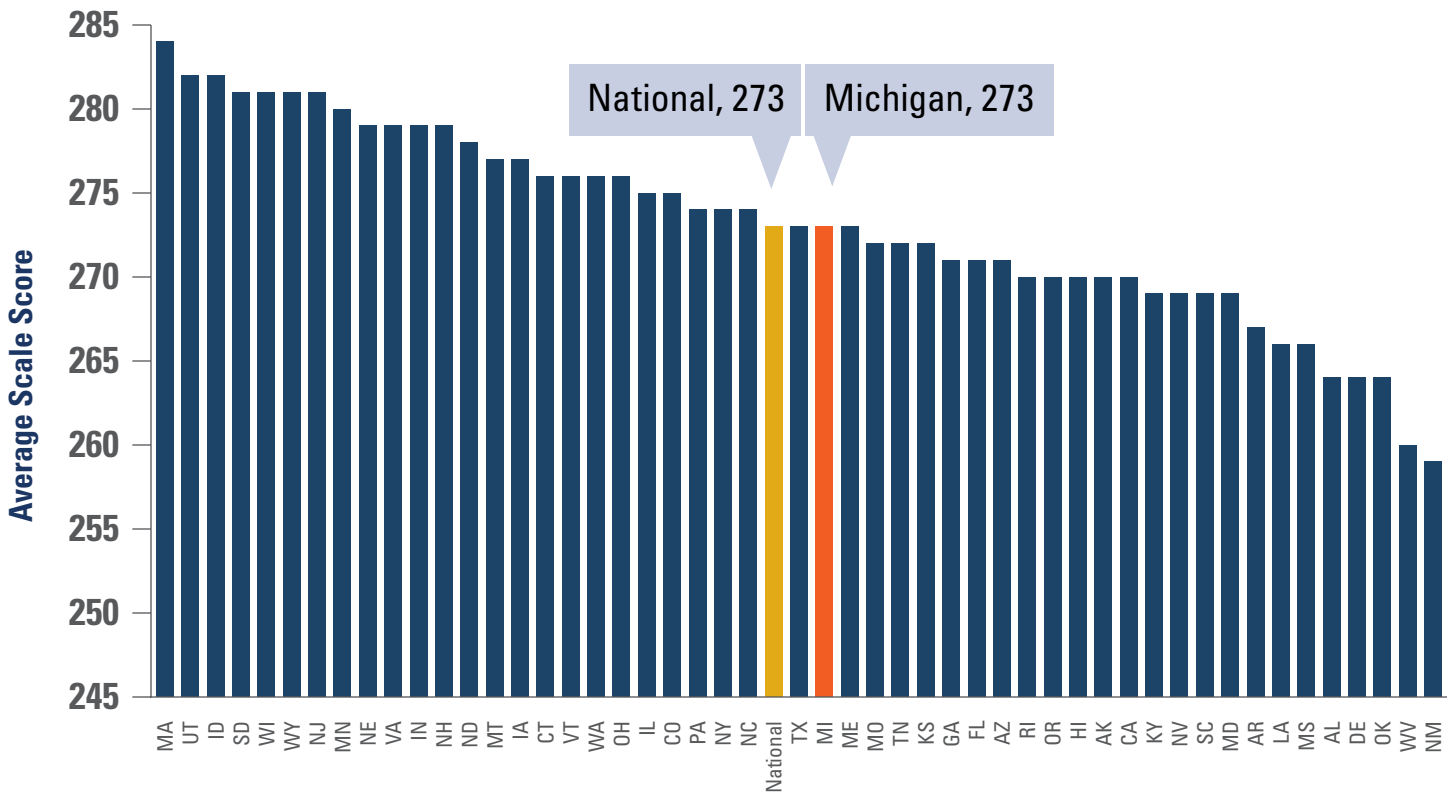
The National Assessment of Educational Progress (NAEP) is the largest nationally representative assessment that provides for long-term comparisons of what America’s students know and can do in various subject areas. The assessment is given every two years* and provides necessary information about student performance and growth for several indicators, including eighth-grade math.

WHY IT MATTERS

In addition to basic reading skills, math skills are essential for all students. Basic algebra is the foundation for high-level math courses. When students have not mastered this foundation, they are required to enroll in remedial courses when they begin college. But eighth-grade math skills are not just for students attending college. A study conducted by ACT found that along with reading skills, math skills are essential for careers including those as a plumber, electrician or an upholsterer.¹

Michigan on Par with National Average for All Students in 8th Grade Math

Average Scale Score, NAEP Grade 8 – Math – All Students (2022)

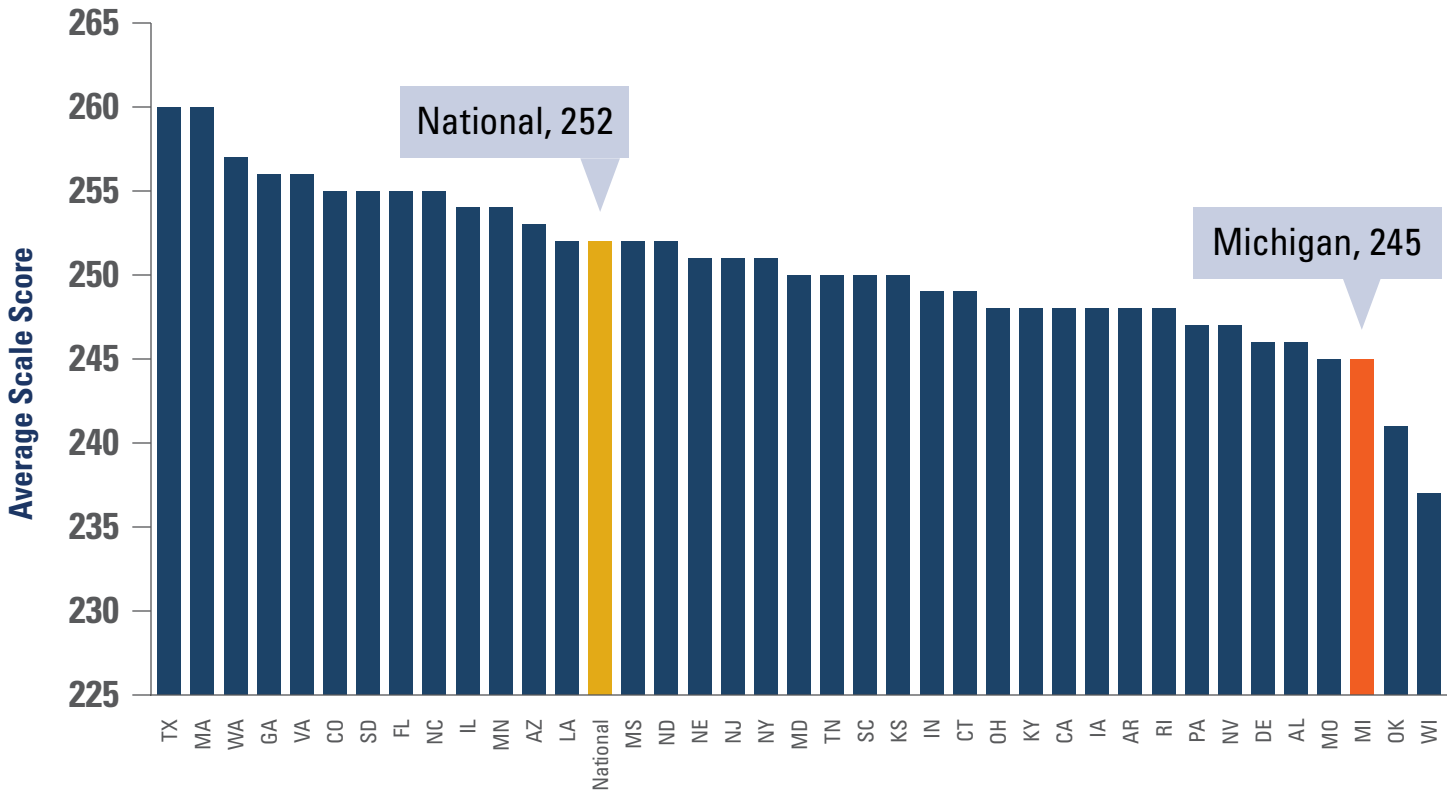


SOURCE: Source: NAEP Data, NCES (Basic Scale Score = 262; Proficient Scale Score = 299) 2022

* Due to the COVID-19 pandemic, NAEP was administered in 2022 instead of 2021.

8th Grade Math (cont'd)

Michigan Among Bottom Three States for Black Students in 8th Grade Math Average Scale Score, NAEP Grade 8 – Math – Black Students (2022)



SOURCE: Source: NAEP Data, NCES (Basic Scale Score = 262; Proficient Scale Score = 299) 2022

* Due to the COVID-19 pandemic, NAEP was administered in 2022 instead of 2021.



Kindergarten Readiness

Michigan recently leveraged historic federal investment and committed substantial state investment to improve early childhood education access and increase the number of students who enter kindergarten ready to learn at high levels. From 2011 to 2021, the proportion of Michigan four-year-olds enrolled in prekindergarten increased from 18% to 31%.² The program saw a decrease in enrollment of almost 30% in 2020-2021, likely due to the pandemic.³ However, enrollment has been rising again in the following years. In 2023-2024, 41% of eligible four-year-olds were enrolled in publicly funded prekindergarten programs in Michigan.⁴ A longitudinal data system that includes enrollment and quality metrics for all early childhood programs across the state would allow for a

more comprehensive understanding of trends and their relationship to outcomes in kindergarten and beyond.

Data are not currently available because Michigan has not yet implemented a common assessment of kindergarten readiness, nor does the state participate in a national effort to collect these data. Consistent and comparable data from a common assessment of kindergarten readiness would inform alignment and provide families and educators with important information about strengths and needs as students enter elementary school.

We will track any state or national data on Michigan's kindergarten readiness when they become available.



Michigan recently leveraged historic federal investment and committed substantial state investment to improve early childhood education access and increase the number of students who enter kindergarten ready to learn at high levels.



College Readiness

CURRENT PERFORMANCE



2030 PROJECTION



Percent enrolled in at least one remedial course.

WHAT IT IS

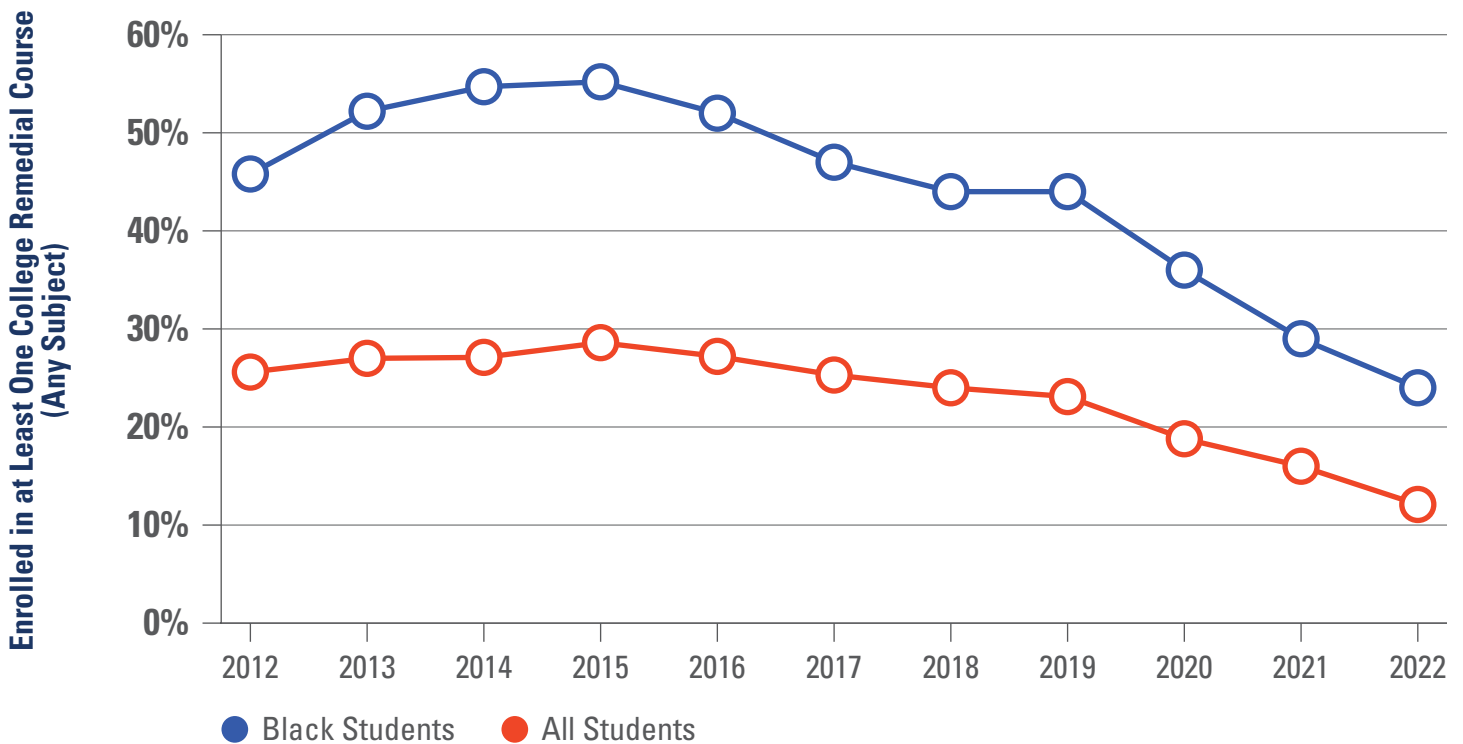
Remedial coursework is necessary for students who lack fundamental skills in a subject area – skills that should have been developed in K-12. These courses also are not credit bearing, meaning they don't count toward a degree.

WHY IT MATTERS

12.1% of all Michigan students were required to take at least one remedial course in 2- and 4-year college or university programs, according to the most recent data from 2021-2022. That's about 1 in 8 Michigan students who must pay for additional instruction in college before moving on to credit-bearing courses. The percentage is even more startling for historically underserved subgroups – 24.1% of Black students in Michigan are required to enroll in college remedial courses.⁵ Having to enroll in remedial courses can mean additional costs for students and more time to complete their degrees.

Remediation Rates Remain High for Michigan's Black Students

Michigan College Remediation Rates
(Community Colleges & Four-Year Universities, 2012-2022)



SOURCE: CEPI College Remedial Coursework Enrollment Trend 2012-20

NOTE: Remedial coursework includes math, reading, writing or science courses. Data is limited to Michigan high school graduates enrolled in college the following fall in a Michigan college or university only.



College and Postsecondary Enrollment

WHAT IT IS

This measure represents the percentage of high school graduates in each state who enroll in and intend to attend college anywhere in the U.S. directly from high school.

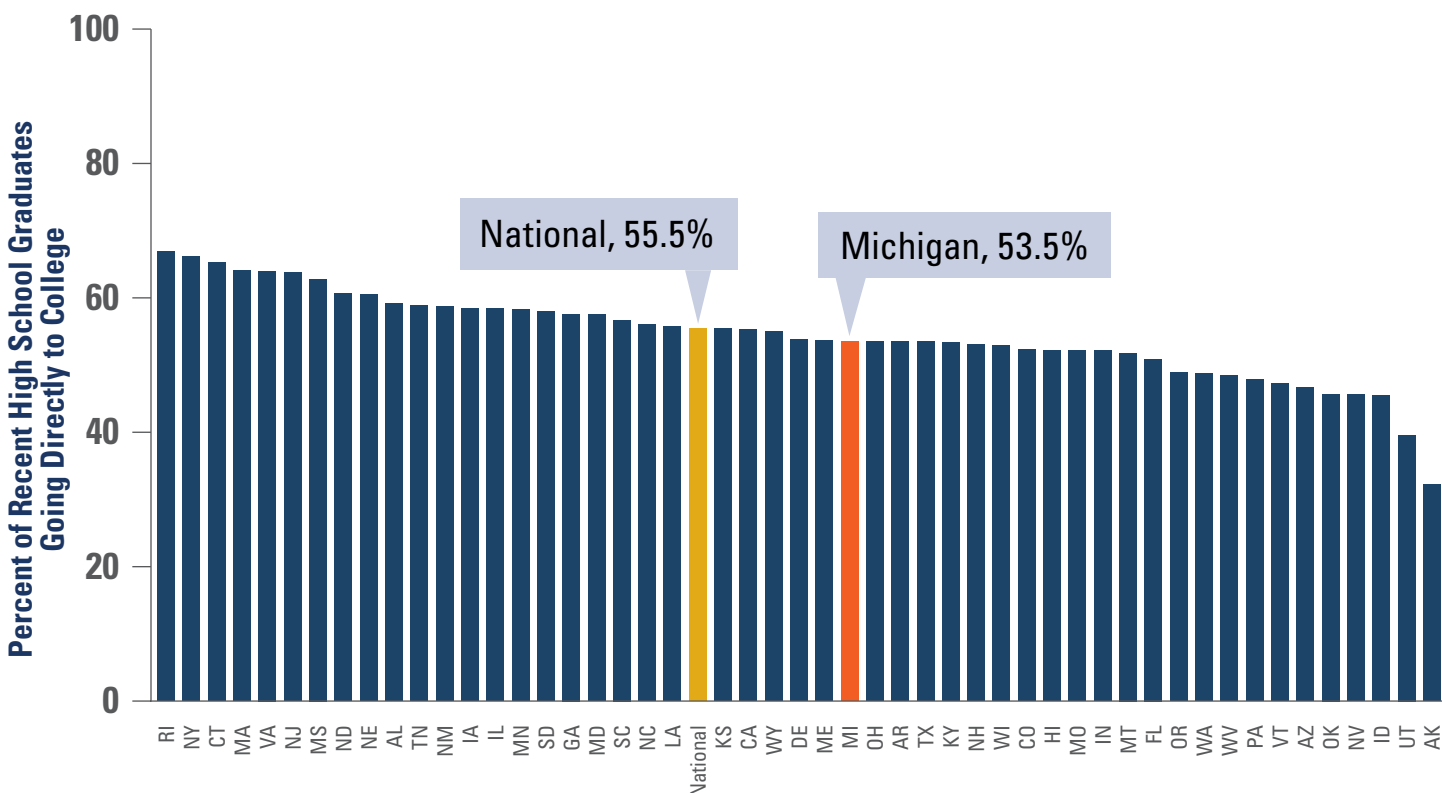
WHY IT MATTERS

In order for Michigan’s students to fulfill their true potential and be the leaders of tomorrow, more must enroll in postsecondary training, whether that be at a trade school, community college, or a four-year university. On this measure, Michigan is slightly below the national average, ranking 27th, with about 53.5% of high school graduates going directly to college in the fall of 2022.⁶

Michigan’s Center for Educational Performance and Information reports that 53.3% of Michigan’s 2023 high school graduates enrolled in a postsecondary program within 6 months of graduation.⁷

In addition, research shows that completion of the Free Application for Federal Student Aid (FAFSA) leads to higher postsecondary enrollment.⁸ For the graduating class of 2023, the National College Attainment Network reported that Michigan ranked 30th (at 55%) in the percentage of high school seniors completing the FAFSA, below the national average of 59%.⁹

Michigan Slightly Below National Average with 53.5% of High School Graduates Enrolling in College Higher Education Enrollment Rate for Recent High School Graduates (2022)



SOURCE: NCHEMS

College Attainment

CURRENT (2022)
PERFORMANCE

2030
PROJECTION

34th

35th

WHAT IT IS

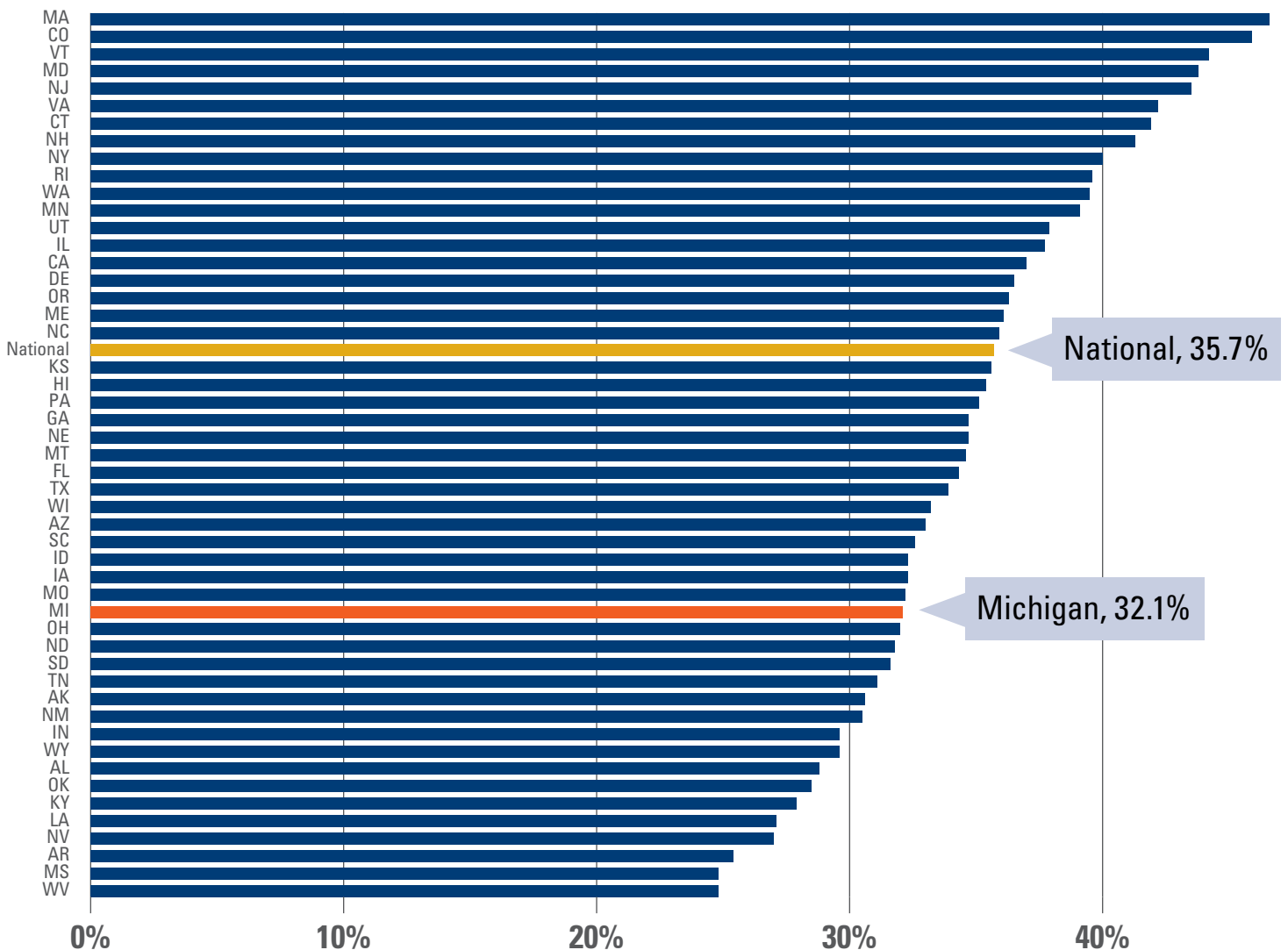
This indicator represents the percentage of people 25 years or older in each state and nationally who have completed a bachelor's degree or greater.

WHY IT MATTERS

Michigan's future economy depends on more adults earning college degrees. In 2022, Michigan ranked 34th in the percentage of adults 25 or older who have completed a bachelor's degree or higher, at 32.1%. Roughly 18.7% of Black Michiganders and 23.4% of Latino Michiganders have completed a bachelor's degree or higher.

Michigan's Future Economy Depends on More Adults Earning College Degrees

Percent of People 25 Years and Older with a Bachelor's Degree or Greater in 2022

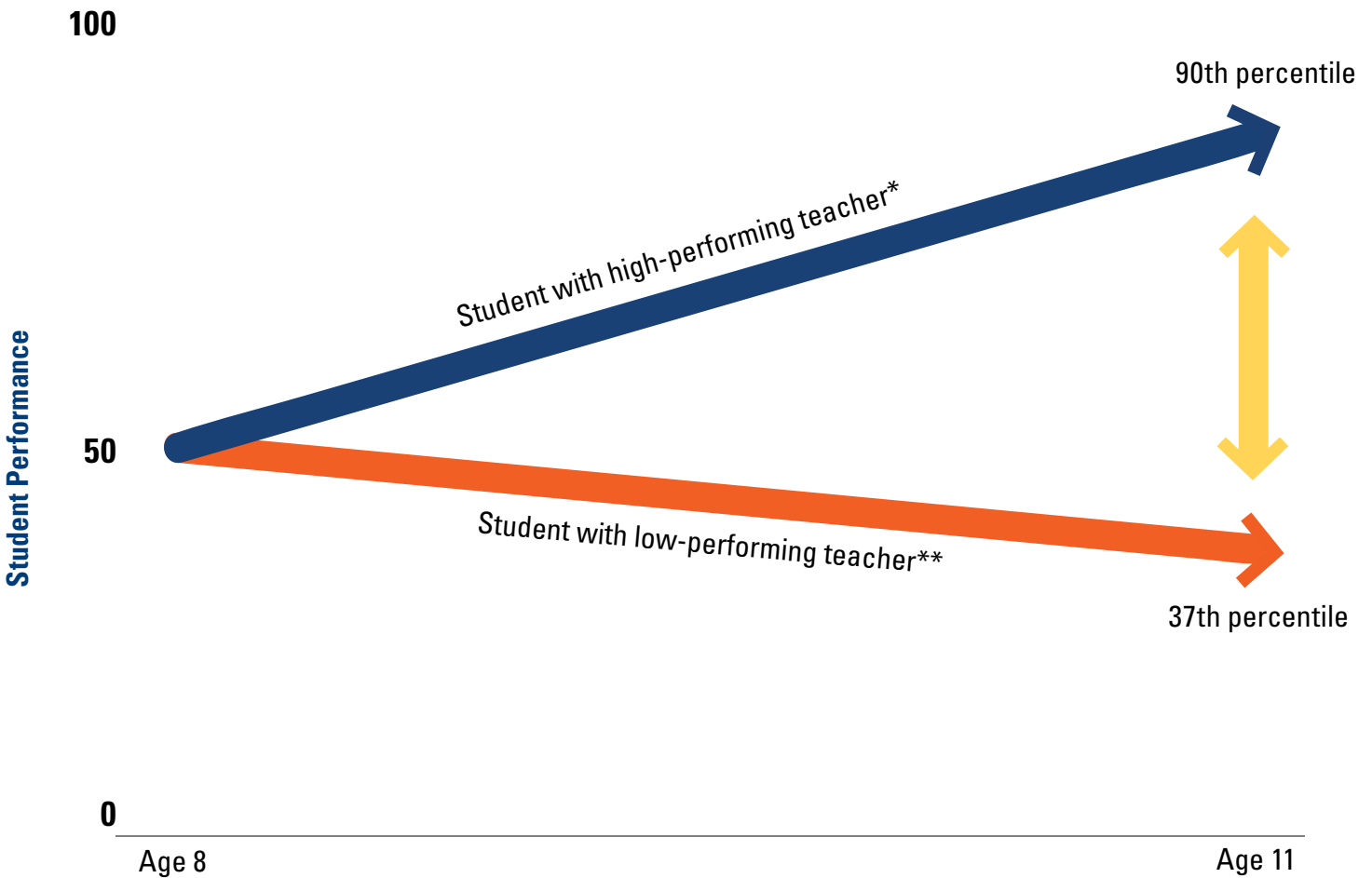


SOURCE: United States Census – American Community Survey – 1 Year Estimates 2022

Teacher Effectiveness

Without a doubt, student learning is dependent on many factors. But the research is clear – the number one in-school predictor of student success is the teaching quality in a child’s classroom.¹⁰ In leading states, sophisticated data systems provide teaching effectiveness data that are used for many purposes, such as professional development and early student interventions. In Michigan, those data are unavailable at this time.

The Effect of Teacher Quality on Student Learning



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

NOTE: *Among the top 20% of teachers; **Among the bottom 20% of teachers

Analysis of test data from Tennessee showed that teacher quality affected 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.

Access to Rigorous Coursework

CURRENT (2022)
PERFORMANCE

2030
PROJECTION

20th

22nd

WHAT IT IS

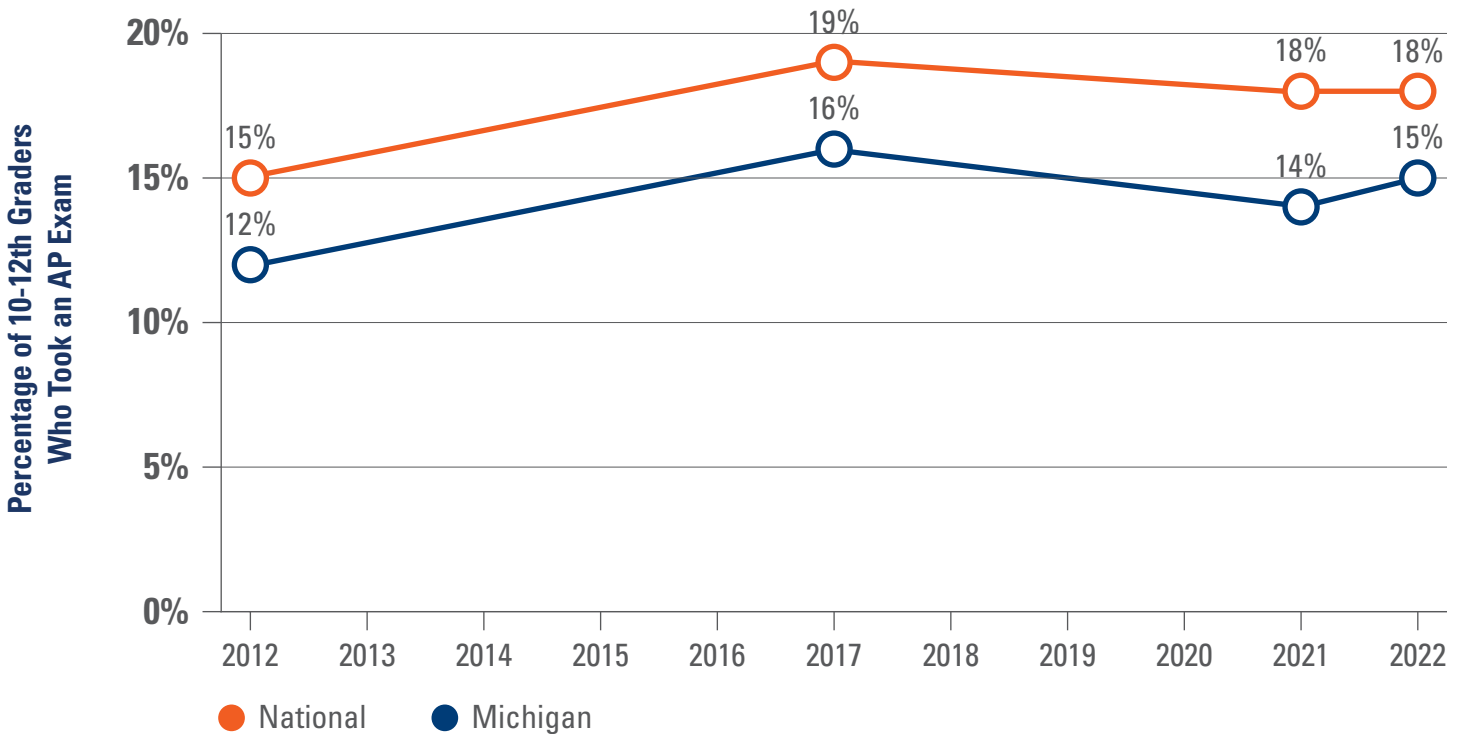
Advanced Placement (AP) exam participation is measured by the College Board's "Percentage of Graduates Who Took an AP Exam During High School." AP exam participation signals access to rigorous coursework throughout a student's high school tenure.

WHY IT MATTERS

One of the best ways to ensure more students are college- and career-ready is to increase access to rigorous coursework in high school, such as Advanced Placement courses. Research shows that having access to rigorous coursework and high-quality instruction in high school is one of the best predictors of postsecondary success.¹¹ Michigan is currently ranked 20th for the percentage of graduates who took an AP exam during high school. Similar to the nation, Michigan saw a very slight increase in the percentage of students who took an AP exam during high school in the 2021-2022 school year. While 15% of students in Michigan took an AP exam, just 5% of Black students completed an AP exam during the 2021-2022 academic year.

Michigan Still Lags Nation in the Percentage of Graduates Who Took an AP Exam During High School

Percentage of Students Who Took an AP Exam During High School (2012, 2017, 2021, 2022)



SOURCE: College Board AP Data: AP Participation 2022

NOTE: Data are only available for 2012, 2017, 2021, 2022



WHAT IT IS

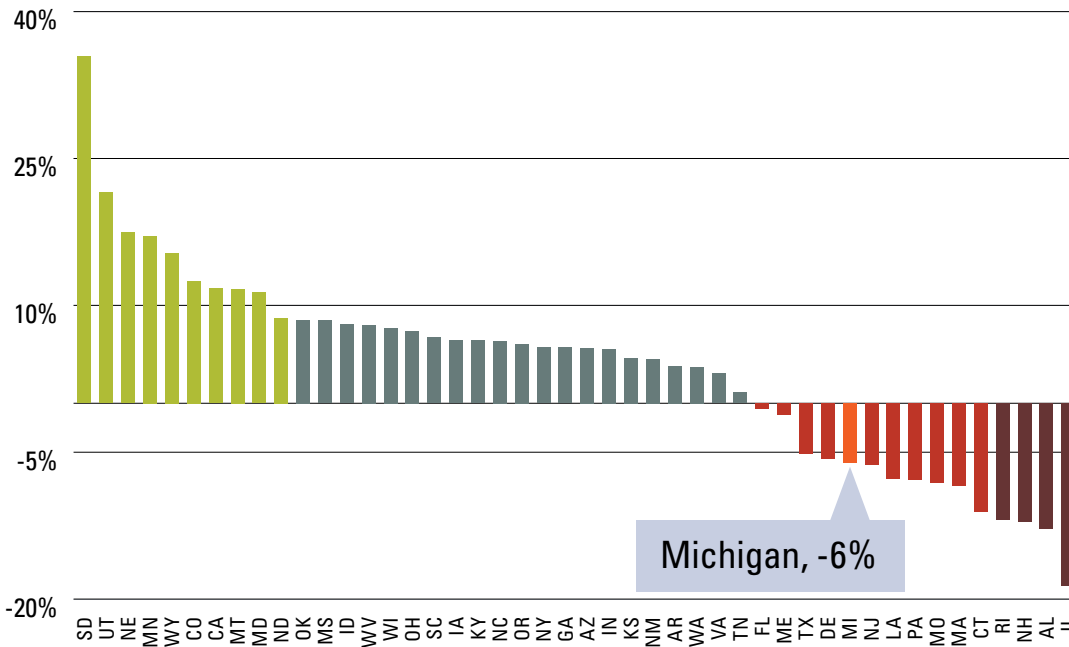
This measure represents how the highest and lowest poverty districts are funded based on state and local revenues and whether it is equitably distributed or not.

WHY IT MATTERS

In recent years, Michigan has ranked an abysmal 36th of 46 states in the nation for funding gaps that negatively impact students from low-income backgrounds. Historically, Michigan districts serving the highest rates of students from low-income families received about 6% less in state and local funding per student than more affluent districts. This unfair system has persisted for decades leading to further imbalances in our educational system with long-lasting impacts. While Michigan made historic investments to fairly fund schools this year through the creation of the Opportunity Index, there is still much progress to be made.

Michigan is One of Only Fifteen States Providing Less Funding to Highest Poverty Districts than to Lowest Poverty Districts

Funding Gaps Between the Highest and Lowest Poverty Districts, By State (2018-2020)



READING THIS FIGURE: In states shaded in light green (Moderately Progressive), the highest poverty districts receive between 10-40% more in state and local funds per student than the lowest poverty districts; in states shaded in grey (Neutral), they receive between 0-10% more, in states shaded light red (Moderately Regressive), they receive between 0-10% less, and in states shaded in dark red (Regressive), they receive at least 10% less. Note that although all displayed percentages are rounded to the nearest percentage point, states are ordered and classified as providing more or less funding to their highest poverty districts based on unrounded funding gaps.

SOURCE: The Education Trust, Funding Gaps Report 2022

NOTE: Hawaii was excluded from the within-state analysis because it is one district. Nevada is excluded because its student population is heavily concentrated in one district and could not be sorted into quartiles. Alaska is excluded because there are substantial regional differences in the cost of education that are not accounted for in the ACS-CWI. Vermont is also excluded. Because so many New York students are concentrated in New York City, we sorted that state into two halves, as opposed to four quartiles.

*Current performance is based on pre-pandemic data. Performance may change based on future post-pandemic data.

Teacher Salary Equity

WHAT IT IS

This measure represents the gap in average teacher salaries between Michigan's highest income and lowest income districts.

WHY IT MATTERS

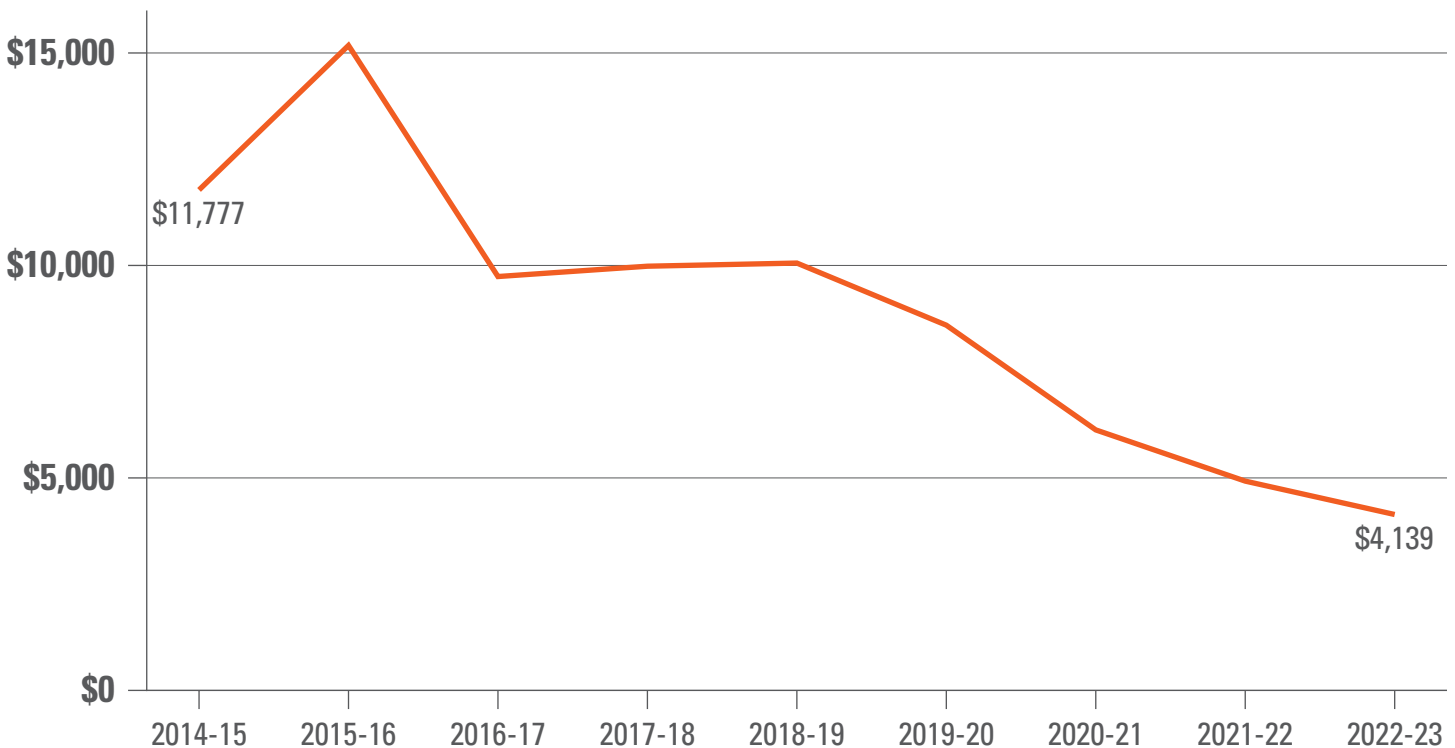
Teachers in Michigan's wealthiest districts are paid just over \$4,000 more, on average, than teachers in Michigan's poorest districts. That's alarming, considering what we know about the importance of high-quality teachers in closing the achievement gap that persists between students from low-income backgrounds and students from more affluent backgrounds.

To recruit and retain highly effective teachers in the schools that need them most, Michigan must close the gap in teacher pay. The good news is that gaps in teacher salaries are narrowing in Michigan. Since 2015, this gap has shrunk by \$7,638. While this is promising, there is still work to do before we reach equitable salaries across districts.

Note: Ideally, any analysis of teacher salary equity would account for teachers' years of experience. However, data are not publicly available from the State of Michigan to conduct such an analysis.

Michigan's Teacher Salary Gap is Shrinking

Gap in Average Teacher Salaries Between Michigan's Highest Income and Lowest Income Districts Over Time



SOURCE: MDE Bulletin 1011, 2014-15 to 2022-23; MI School Data Student Counts 2014-2015 to 2022-2023 (District)

Teacher Attendance



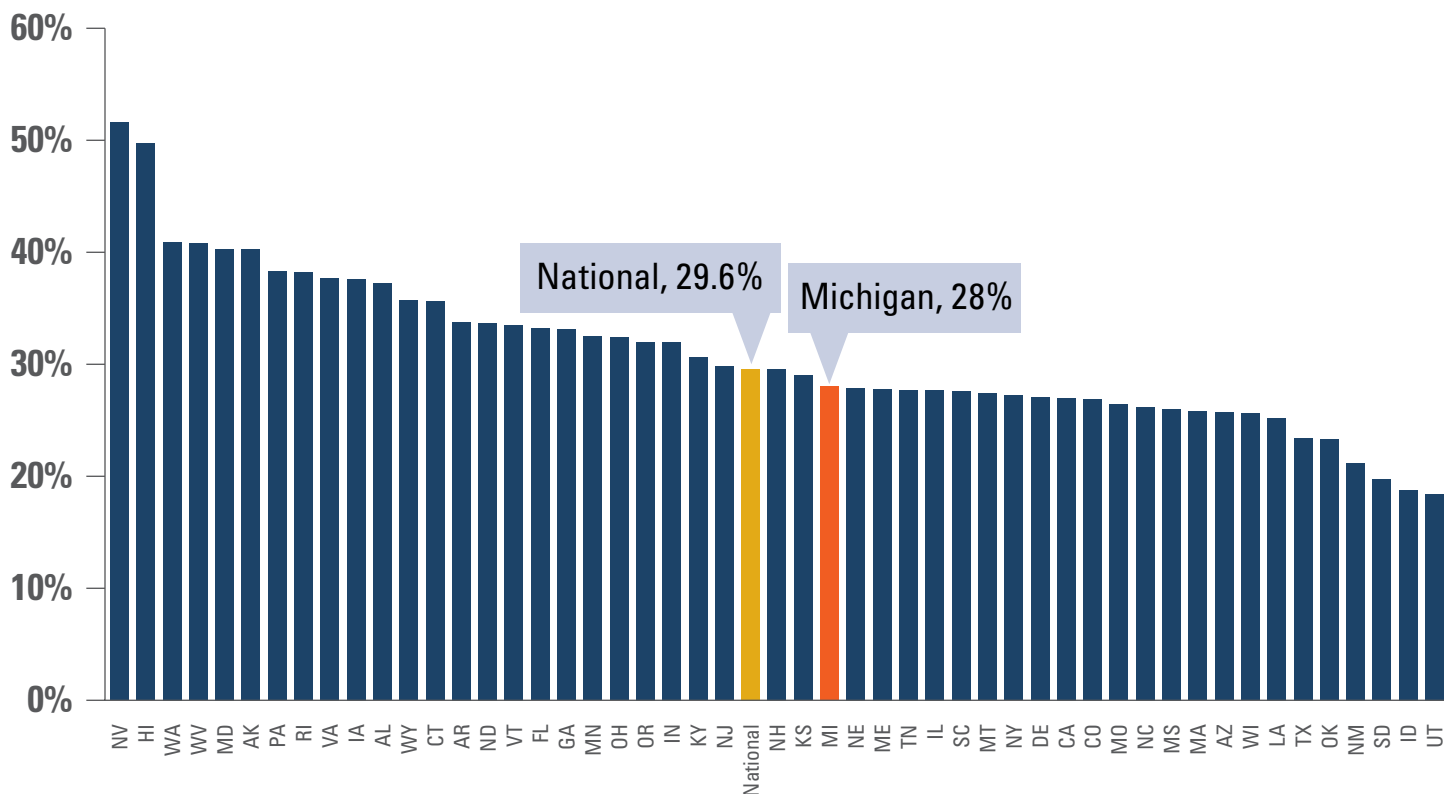
WHAT IT IS

This measure represents the percent of teachers absent from work for more than 10 days over the course of one school year at the state level.

WHY IT MATTERS

28% of teachers in Michigan were absent from their job more than 10 days, on average.¹² That's about 6% of the school year, which is equivalent to a typical 9-to-5 year-round employee missing more than three weeks of work on top of vacation time.

About 28% of Teachers in Michigan Were Absent from Their Job More than 10 Days Average Percentage of Teachers Absent More than 10 Days (2017-18)

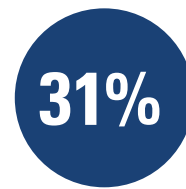


SOURCE: Civil Rights Data Collection 2017-18

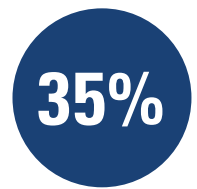
*Current performance is based on pre-pandemic data. Performance may change based on future post-pandemic data.

Chronic Absenteeism

CURRENT
PERFORMANCE



2030
PROJECTION



Percentage of Michigan Students that
are Chronically Absent

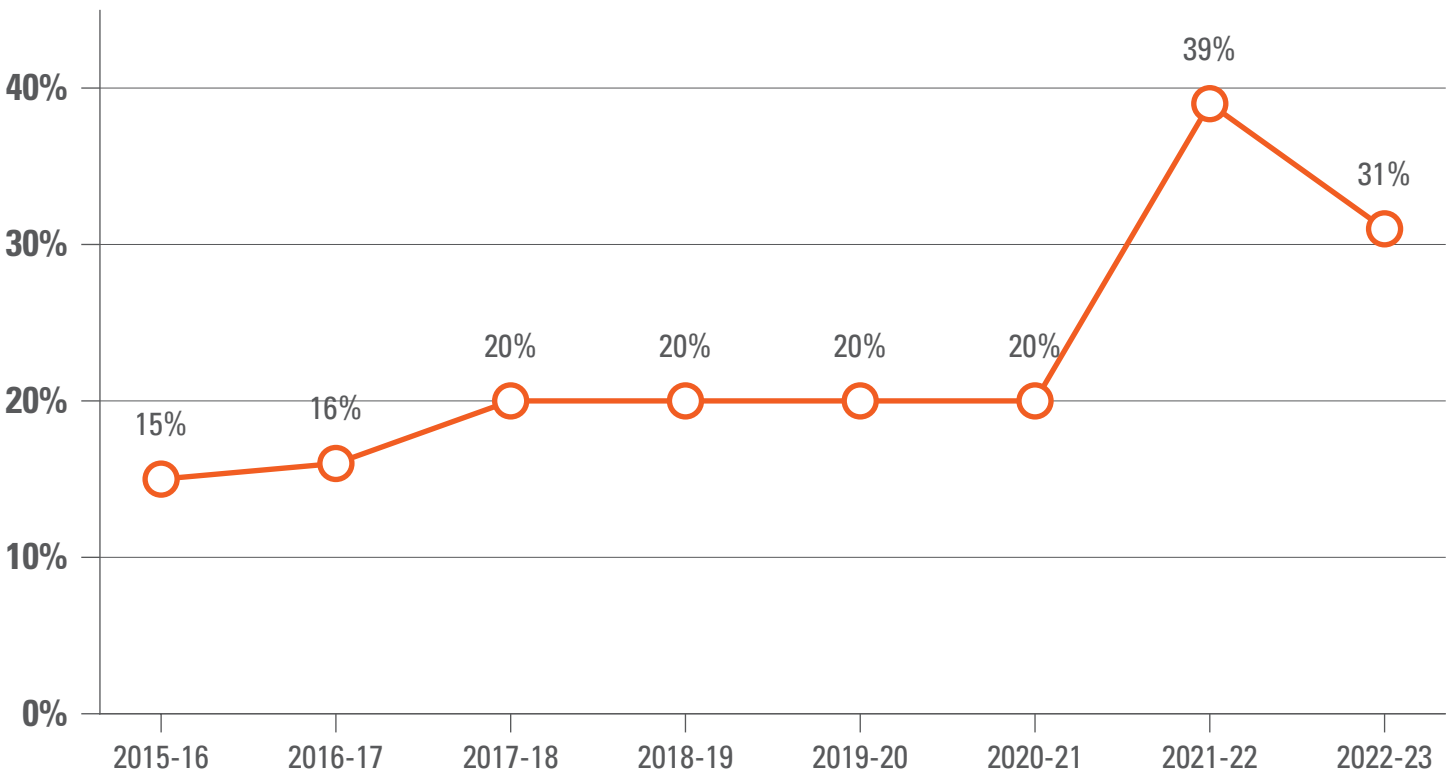
WHAT IT IS

This measure represents the percentage of Michigan students who were chronically absent from school, as measured by the Center for Educational Performance and Information. To qualify as “chronically absent,” a student must miss at least 10% of the school year.

WHY IT MATTERS

Not only are Michigan’s teachers missing too much school, but Michigan’s students are missing far too many days of school. Chronic absenteeism has serious implications for academic success and student engagement.¹³ Unfortunately, chronic absenteeism is often related to non-academic factors in students’ lives, such as poverty.¹⁴ The COVID-19 pandemic and accompanying challenges, including remote learning and lack of access to appropriate technology, likely contributed to the increase in chronic absenteeism over recent years.¹⁵

Percentage of Michigan Students Who Were Chronically Absent Since 2014



SOURCE: MI School Data Student Attendance Report 2022-2023.

Out-of-School Suspensions

CURRENT PERFORMANCE

45th*

WHAT IT IS

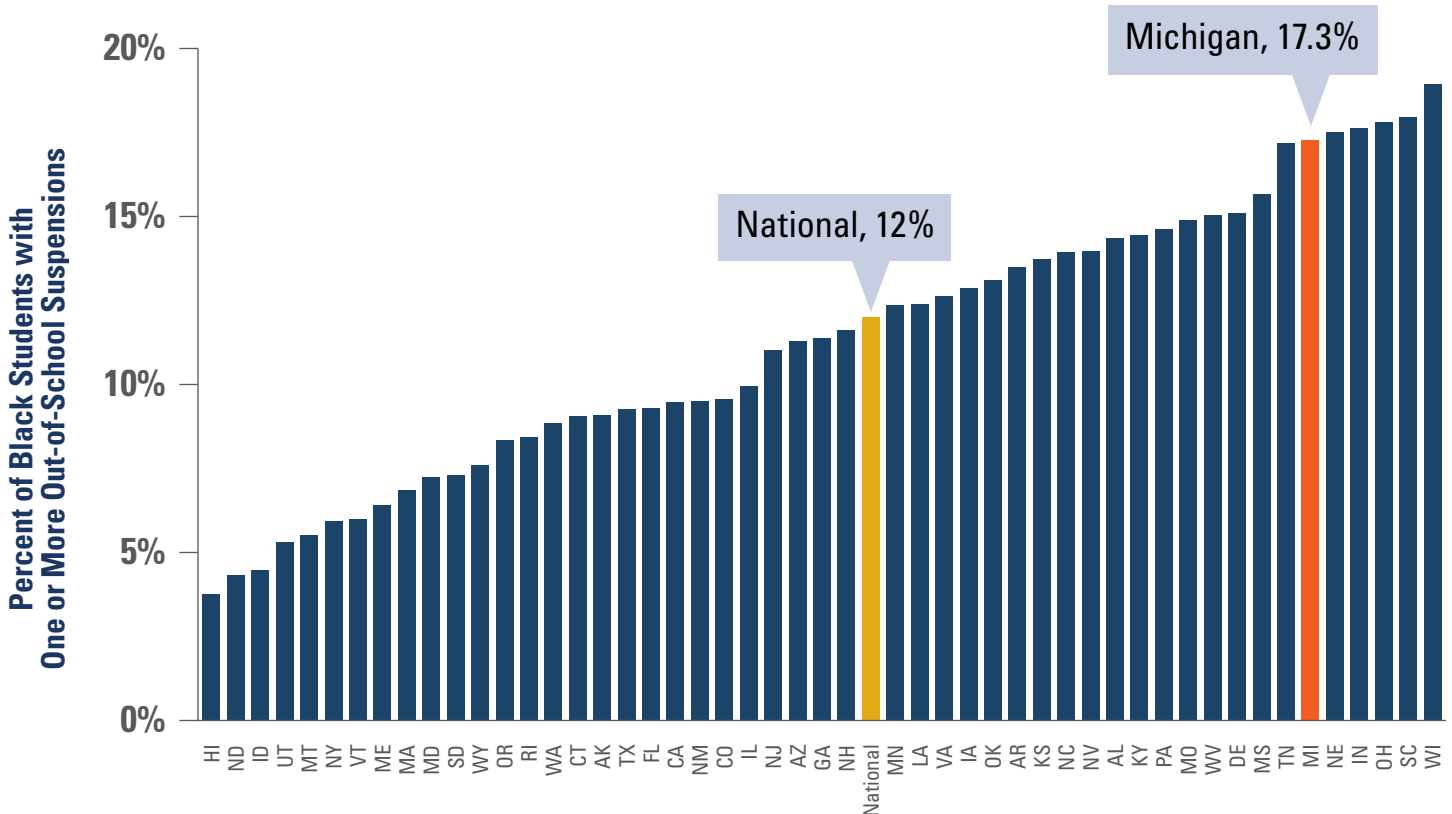
This data measures the percentage of students in each state who have one or more suspensions within a school year.

WHY IT MATTERS

One of the most troubling practices in Michigan – and around the country – is the overuse of suspension and expulsion, particularly for students of color. For all students and specifically for Black students, Michigan ranks 45th nationally when comparing out-of-school suspension rates. This means Michigan has the sixth highest out-of-school suspension rate in the country. In the 2017-2018 school year, 17.3% of Black students received at least one out-of-school suspension.

Michigan Has 6th Highest Out-of-School Suspension Rate Nationally for Black Students

Black Student Out-of-School Suspension Rates



SOURCE: Civil Rights Data Collection 2017-18

*Current performance and projections are based on pre-pandemic data. Performance and projections may change based on future post-pandemic data.

WHAT IT IS

This indicator measures the affordability of four-year public institutions by state for an average Pell Grant recipient who lives on campus, receives the average amount of grant aid, takes out the average amount of federal loans and works over the summer. Data represent the additional dollars needed to cover the cost of attendance.

WHY IT MATTERS

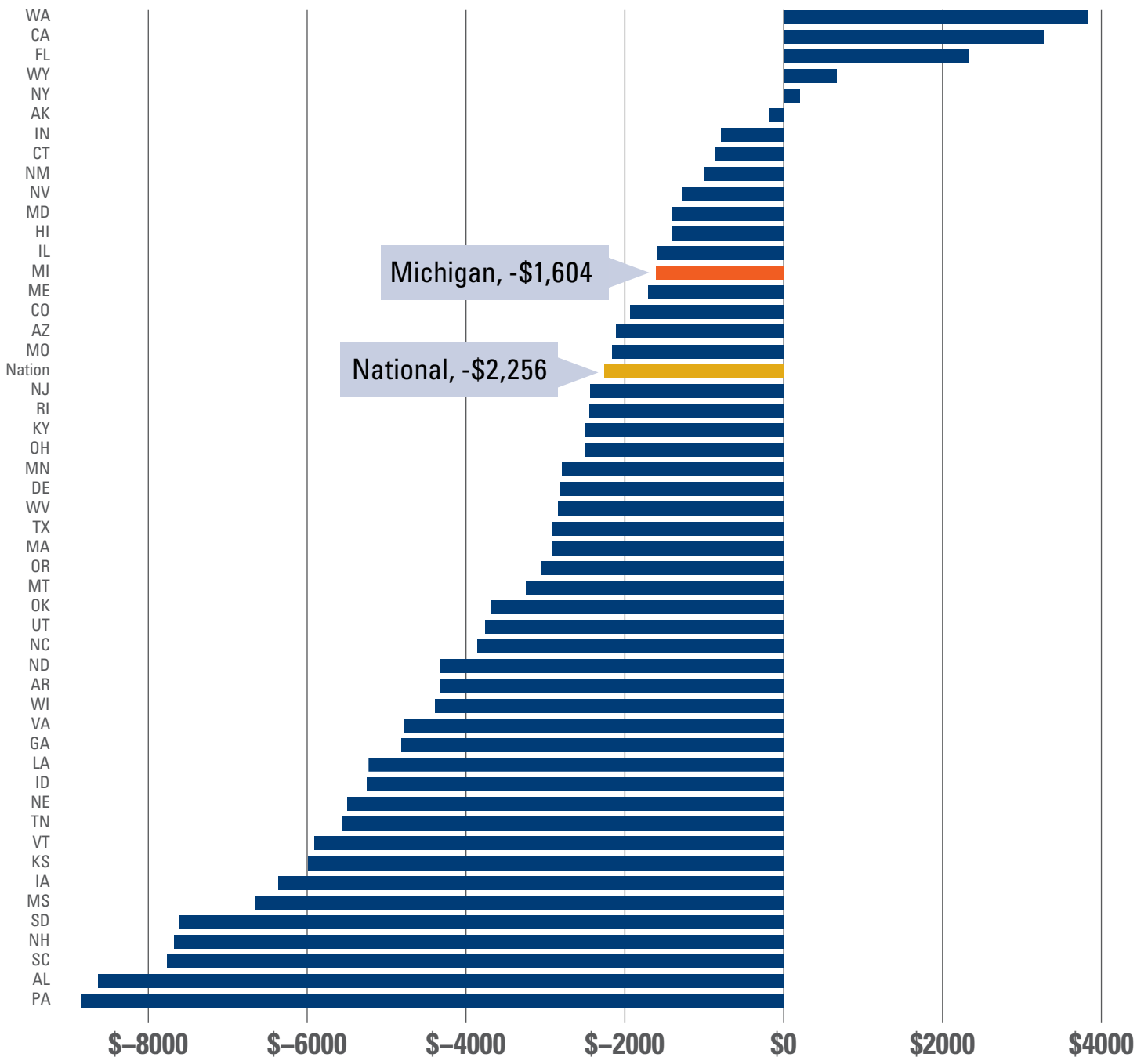
It's not enough to get into college. Young Michiganders have to be able to afford to stay in school and graduate. On average, a Michigan student from a low-income background who is paying in-state tuition at a four-year public institution, who lives on campus and works over the summer, faces a \$1,604 affordability gap. This means that despite financial aid and summer wages, a student from a low-income background still falls \$1,604 short, on average, of being able to afford Michigan's four-year public institutions. Michigan is currently ranked 14th for college affordability. While this is a notable improvement from Michigan's previous ranking of 26th, the affordability gap in the state still highlights a troubling reality in college affordability both in Michigan and nationwide. Additionally, a [2019 report](#) by the Education Trust found that students from low-income backgrounds would need to work 20 hours per week at minimum wage to afford Michigan's public four-year institutions. Students from low-income backgrounds at Michigan's community and technical colleges would need to work 11 hours per week at minimum wage. Both figures exceed the recommended 10 hours per week of work – and if students worked only 10 hours at minimum wage, they would face a \$4,595 and \$425 affordability gap at public four-year institutions and public community and technical colleges, respectively.¹⁶



College Affordability (cont'd)

Students from Low-Income Backgrounds Fall Short \$1,604, On Average, of Affording the Cost of Attending Michigan Four-Year Public Institutions

Four-Year Public Institution Affordability Gaps for In-State Students Living On Campus with Summer Work (2022)



SOURCE: National College Access Network, The Growing Gap: Public Higher Education's Declining Affordability for Pell Grant Recipients, 2023

ENDNOTES

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About The Education Trust-Midwest

The Education Trust-Midwest works for the high academic achievement of all Michigan students in pre-kindergarten through college. Our goal is to close the gaps in opportunity and achievement that disproportionately impact students who are the most underserved, with a particular focus on Black and Latino/a students and students from low-income backgrounds.



The Education Trust–Midwest

P.O. Box 441460, Detroit MI, 48244-1460
Tel: 734/619-8008 | www.edtrustmidwest.org