

A Special State-Focused Supplement to Education Week's

Quality Counts At 10

Michigan

A Decade of Standards-Based Education



QUALITY COUNTS 2006

With Support From
THE PEW CENTER ON THE STATES

About this Report

This year marks the 10th edition of Editorial Projects in Education's annual *Quality Counts* report. As always, *Quality Counts 2006* examines the state of state educational policymaking using a unique combination of original state data and in-depth journalistic case studies. This 10th edition – *Quality Counts at 10: A Decade of Standards-Based Education* – also takes a special look back at the standards movement in American education over the past 10 years. *Quality Counts 2006* features original analyses examining trends in both state policy and student achievement, case studies investigating seven states' unique experiences with the standards movement, and commentaries from five leading voices in educational reform and policy. In short, the report takes stock of the progress states have made on standards-based education as well as its promise for improving the nation's public schools moving into the next decade.

Quality Counts 2006 continues to track key education information and grade the states on their policy efforts. This year's report examines more than 100 indicators in the areas of: standards and accountability, efforts to improve teacher quality, school climate, and resource equity and educational spending. But for the first time, the Editorial Projects in Education Research Center has produced detailed, individualized state-by-state reports to complement the 50-state perspective of *Quality Counts*. These new reports replace and expand on the state summaries that appeared in previous print editions of *Quality Counts*.

The new *State Highlights Reports* assemble key findings in an accessible format that allows readers to examine a particular state's performance on this year's indicators as well as the progress it has made over time. For most indicators, national results are also provided as a benchmark against which state performance can be gauged.

Quality Counts and the *State Highlights Reports* are produced with support from the Pew Center on the States.

Editorial Projects in Education

January 2006

About Editorial Projects in Education

Editorial Projects in Education (EPE) is a nonprofit, tax-exempt organization based in Washington. Our primary mission is to help raise the level of awareness and understanding among professionals and the public of important issues in American education. We cover local, state, national, and international news and issues from preschool through the 12th grade. Editorial Projects in Education Inc. publishes *Education Week*, America's newspaper of record for precollegiate education, *Teacher Magazine*, edweek.org, and the Agent K-12 employment resource. We also produce periodic special reports on issues ranging from technology to textbooks, as well as books of special interest to educators.

The **EPE Research Center** conducts annual policy surveys, collects data, and performs analyses that appear in the *Quality Counts* and *Technology Counts* annual reports. The center also produces independent research reports and contributes original data and analysis to special coverage in *Education Week*, *Teacher Magazine*, and edweek.org.

Cover Photograph: Victor Barajas for Education Week

VITAL STATISTICS

3,869	Public schools	\$15.7 billion	Annual pre-K–12 Expenditures	18 %	Children in poverty
97,014	Public school teachers			13.9 %	Students with disabilities
1,757,604	Pre-K–12 students	27.3 %	Minority students	3.5 %	English-language learners

STATE POLICY REPORT CARD 2006

	Michigan	How did the average state score?
Standards and accountability	B	B-
Efforts to improve teacher quality	D	C+
School climate	C-	C+
Resource equity	C-	C
Overall grade	C	C+

State Highlights

Michigan scores below average in three of the four graded policy categories in *Quality Counts*.

The state's best showing is in **standards and accountability**. It does particularly well on indicators related to assessment and school accountability. Michigan has assessments aligned to state standards in the four core subject areas at every grade span, with the exception of social studies tests for elementary students.

Michigan ranks near the bottom of the nation for efforts to improve **teacher quality**. The state does not finance professional development or mentoring for new teachers. It also lacks a number of measures related to holding schools and teacher-preparation programs accountable for teacher quality. For example, its school report cards do not include any of the teacher-qualification data tracked in *Quality Counts*.

Michigan's below-average **school climate** grade can be attributed, in part, to weak policies related to student engagement, school safety, and school facilities. However, the state fares well in the area of choice and autonomy, where its charter school law has received the highest possible rating from the Center for Education Reform.

Michigan again falls below the national average in the area of **resource equity**. Its score on the wealth-neutrality measure, for example, signals that wealthier districts in the state tend to have higher per-pupil funding levels than do poorer districts.

Quality Counts Grading Breakdown

This table reports the detailed scoring behind the grades for the four major areas of state policy examined in *Quality Counts*.

	Points awarded	Points possible		Points awarded	Points possible
Standards and accountability			School climate		
<i>Standards</i>	32	/40	<i>Engagement</i>	9	/15
<i>Assessment</i>	26	/30	<i>School safety</i>	14	/20
<i>School accountability</i>	+ 27	/30	<i>Parent involvement</i>	11	/15
	85	/100	<i>Choice and autonomy</i>	18	/20
Efforts to improve teacher quality			<i>Class size</i>	8	/10
<i>Teacher education and qualifications</i>	24	/35	<i>School size</i>	8	/10
<i>Teacher assessment</i>	20	/30	<i>School facilities</i>	+ 5	/10
<i>Professional support and training</i>	12	/20		72	/100
<i>Accountability for teacher quality</i>	+ 9	/15	Resource equity		
	65	/100	<i>Wealth-neutrality score</i>	24	/33.3
			<i>McLoone Index</i>	22	/33.3
			<i>Coefficient of variation</i>	+ 25	/33.3
				71	/100

Note: Details may not sum to totals due to rounding.

Grading Curve A (93-100), A- (90-92), B+ (87-89), B (83-86), B- (80-82), C+ (77-79), C (73-76), C- (70-72), D+ (67-69), D (63-66), D- (60-62), F (0-59)

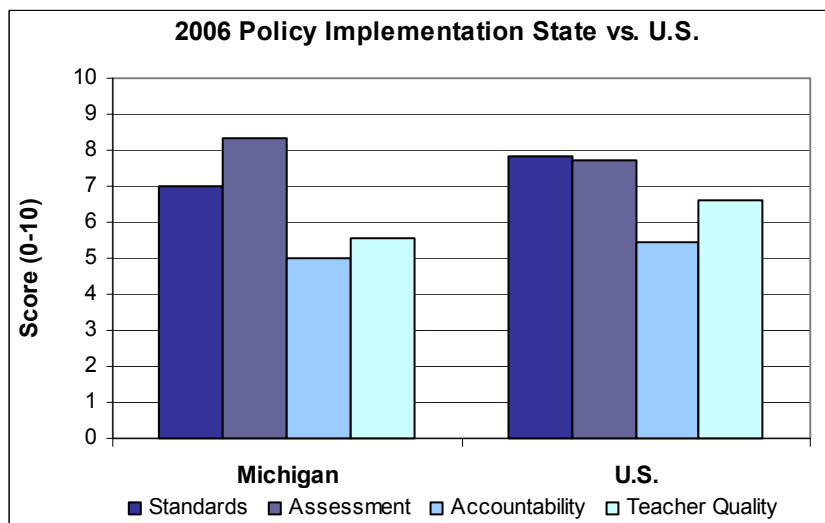
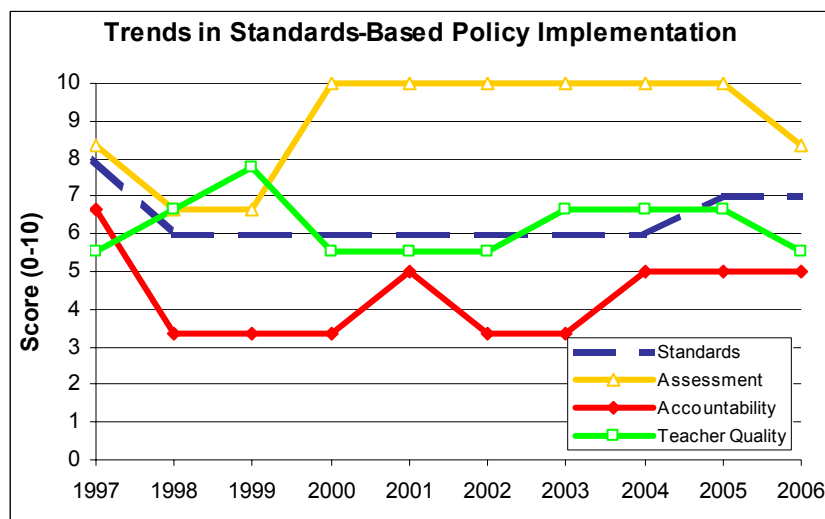
TRENDS IN STATE POLICY

Quality Counts 2006 tracked state policy efforts over the past decade in order to see what progress states have made in four core areas: standards, assessments, accountability, and efforts to improve teacher quality.

A total of 24 specific policy indicators were identified for this analysis (listed below). Generally, these indicators were taken directly from *Quality Counts 2006* and earlier editions of the report. In cases where policies were not tracked in the earliest editions of the report, comparable information was obtained from additional sources.

For each year, an implementation score was calculated in each of the four policy areas. In general, states received 1 point for each year that they had a policy indicator in place. For indicators marked with an asterisk (*), states received 2 points if they implemented the policy fully (for example, if state standards were clear and specific at all three grade spans) and 1 point if they did so in part (for example, if a state had adopted clear and specific standards only at the elementary level).

Point tallies in each policy area were then converted to a 10-point scale. A score of 10 indicates that a state implemented all of the policies in the respective area. A score of zero was awarded if none of those policies were implemented.



Policy-Trend Indicators

Standards

- State has adopted standards in the core academic subjects of English, mathematics, science, and social studies.*
- English standards at all grade spans – elementary, middle, and high school – are clear, specific, and grounded in content.*
- Mathematics standards at all grade spans are clear, specific, and grounded in content.*
- Science standards at all grade spans are clear, specific, and grounded in content.*
- Social studies standards at all grade spans are clear, specific, and grounded in content.*

Assessments

- State tests go beyond multiple-choice items to include short-answer and extended-response questions.*
- State English tests are aligned with state content standards.
- State mathematics tests are aligned with state content standards.
- State science tests are aligned with state content standards.
- State social studies tests are aligned with state content standards.

Accountability

- State provides report cards for all public schools.
- State imposes sanctions on low-performing schools.
- State provides rewards to high-performing or improving schools.
- State took part in the most recent cycle of the state-level National Assessment of Educational Progress.
- Student promotion is contingent on performance on statewide exams.
- High school graduation is contingent on performance on statewide exit or end-of-course exams.

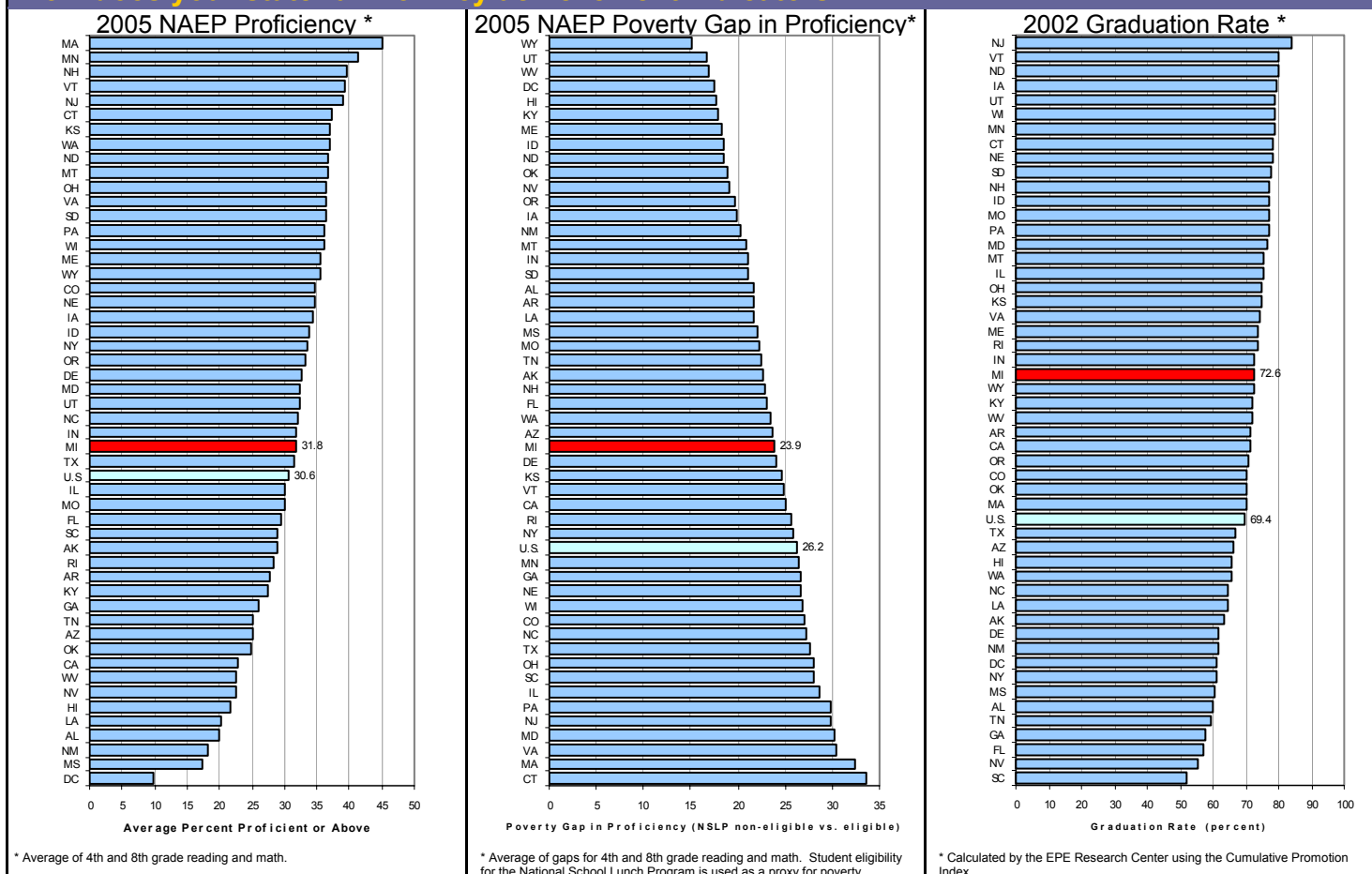
Efforts to Improve Teacher Quality

- State requires a college major in the subject taught for initial teacher licensure at the high school level.
- Teachers must pass a basic-skills test for initial licensure.
- Teachers must pass a test of subject-matter knowledge for initial licensure.
- Teachers must pass a test of subject-specific pedagogy for initial licensure.
- State provides licensure incentives for teachers who earn certificates from the National Board for Professional Teaching Standards (NBPTS).
- State provides financial incentives for teachers who pursue or earn certificates from the NBPTS.
- State requires and finances mentoring for all novice teachers.
- Prospective educators must complete 11 or more weeks of student teaching.*

STATE ACHIEVEMENT REPORT CARD 2006

Percent of students scoring at or above proficient		
Assessments	NAEP (2005)	State's Assessment (2004-05)
Mathematics		
Grade 4	38%	73%
Grade 8	29%	62%
Reading		
Grade 4	32%	82%
Grade 8	29%	73%
High school graduation rate (2002)	EPE Research Center 73%	State Reported 86%
Advanced course-taking	Percent of high school students taking upper-level classes (2004)	
	Mathematics 35%	Science 23%

How does your state rank on key achievement indicators?



* Average of 4th and 8th grade reading and math.

* Average of gaps for 4th and 8th grade reading and math. Student eligibility for the National School Lunch Program is used as a proxy for poverty.

* Calculated by the EPE Research Center using the Cumulative Promotion Index.

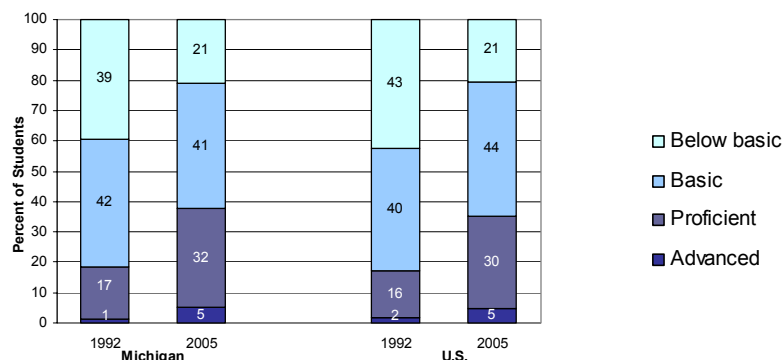
Mathematics Achievement

Note: Testing accommodations for students with disabilities and English-language learners were not permitted for the 1992 and 1996 NAEP assessments.

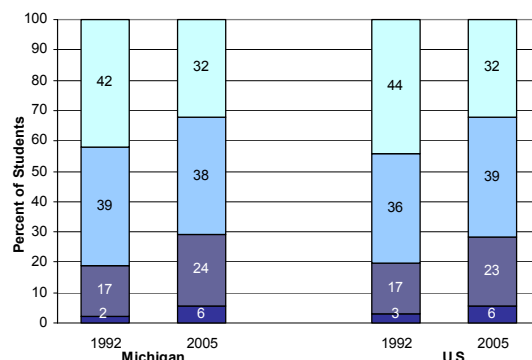
NAEP Achievement Levels

The following charts show the percent of students achieving at the specified NAEP achievement levels for public schools in your state and the nation as a whole.

Grade 4



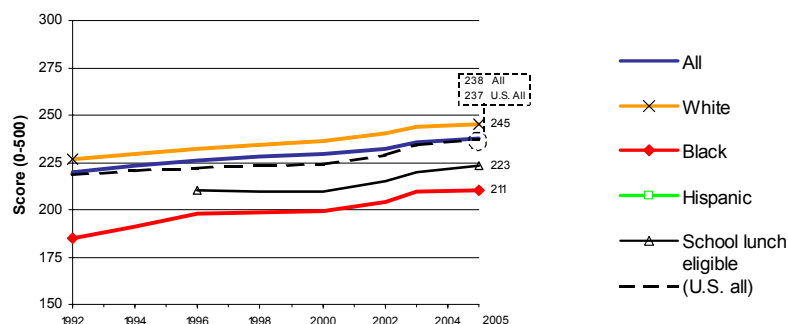
Grade 8



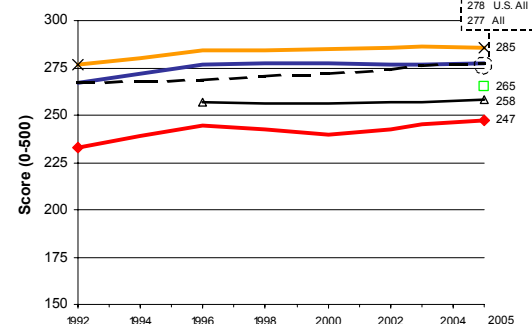
Trends in NAEP Scale Scores

The following charts show trends in NAEP scale scores for public schools in your state and the nation as a whole. NAEP scale scores range from 0 to 500.

Grade 4



Grade 8



Mathematics Achievement at a Glance

This table summarizes NAEP scale-score patterns for the state's public schools and compares those results with the nation's as a whole. Analyses were conducted to identify statistically significant differences and trends. Nonsignificant results are labeled "same." Trend data for the National School Lunch Program categories begin in 1996.

Student Groups								Achievement Gaps		
		All Students	White	Black	Hispanic	School Lunch Program Noneligible	School Lunch Program Eligible	Black vs. White	Hispanic vs. White	School Lunch Noneligible vs. Eligible
2005 state vs. U.S.										
How does the state score or gap in 2005 compare with the U.S. average?	grade 4	same	same	lower	n/a	same	same	larger	n/a	same
	grade 8	same	same	lower	same	same	same	same	same	same
Trends within the state										
How did the group score or gap within the state change from 1992 to 2005?	grade 4	up	up	up	n/a	up	up	same	n/a	same
	grade 8	up	up	up	n/a	same	same	same	n/a	same
State trends vs. U.S.										
How does the state's trend between 1992 and 2005 compare with the U.S. average?	grade 4	same	same	same	n/a	weaker gains	same	same	n/a	same
	grade 8	same	same	same	n/a	weaker gains	same	same	n/a	same

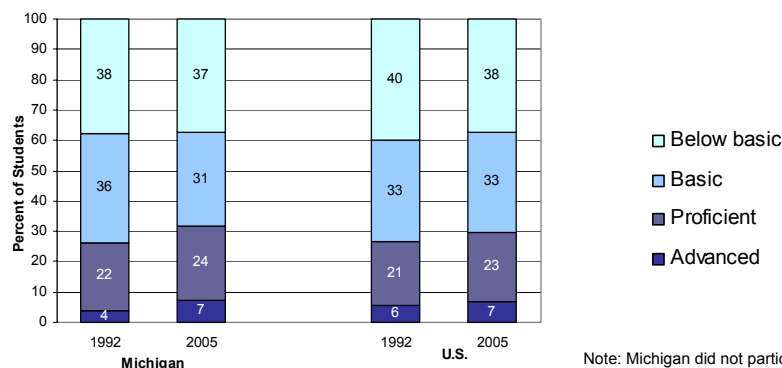
Reading Achievement

Note: Testing accommodations for students with disabilities and English-language learners were not permitted for the 1992 and 1996 NAEP assessments.

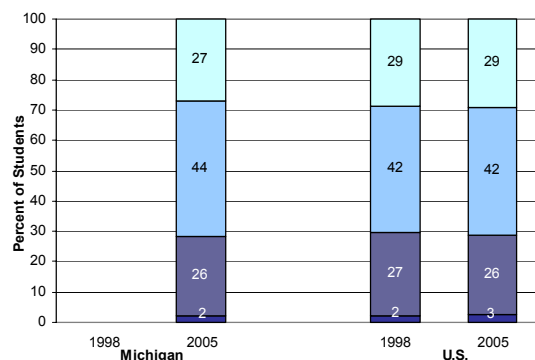
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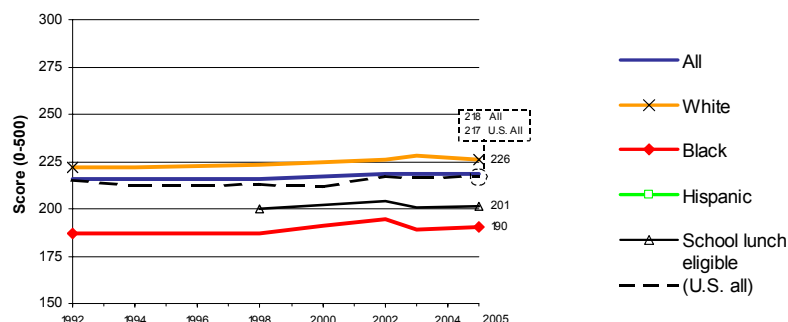
Grade 8



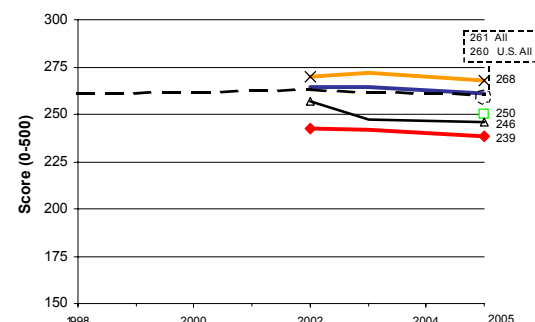
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Grade 8



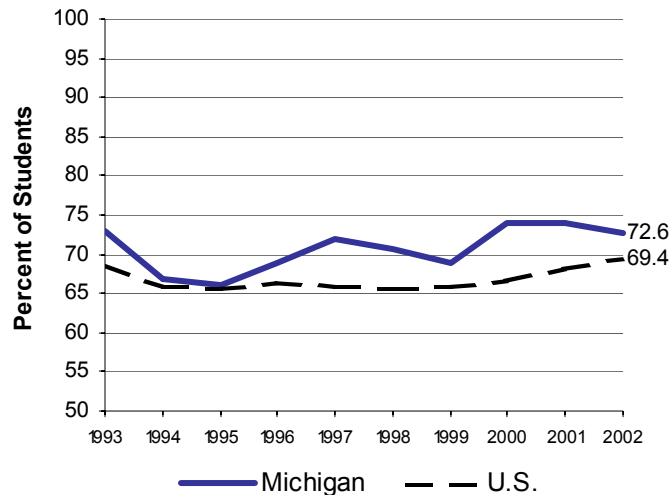
Reading Achievement at a Glance

This table summarizes NAEP scale-score patterns for the state's public schools and compares those results with the nation's as a whole. Analyses were conducted to identify statistically significant differences and trends. Nonsignificant results are labeled "same." Trend data for the National School Lunch Program categories begin in 1998.

	Student Groups							Achievement Gaps		
		All Students	White	Black	Hispanic	School Lunch Program Noneligible	School Lunch Program Eligible	Black vs. White	Hispanic vs. White	School Lunch Noneligible vs. eligible
2005 state vs. U.S.										
How does the state score or gap in 2005 compare with the U.S. average?	grade 4	same	same	lower	n/a	same	same	same	n/a	same
	grade 8	same	same	same	same	same	same	same	same	same
Trends within the state										
How did the group score or gap within the state change from 1992 to 2005?	grade 4	same	up	same	n/a	same	same	same	n/a	same
	grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
State trends vs. U.S.										
How does the state's trend between 1992 and 2005 compare with the U.S. average?	grade 4	same	same	same	n/a	same	same	same	n/a	same
	grade 8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

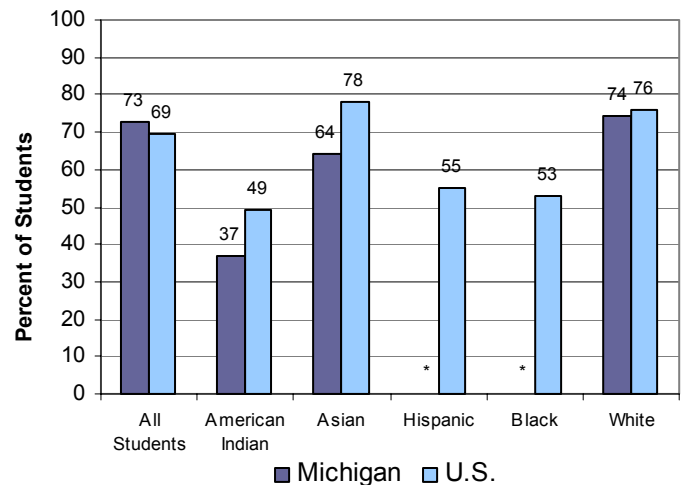
High School Graduation Rates

10-Year Graduation-Rate Trend*
(All Students)



* Graduation rates are calculated by the EPE Research Center using the Cumulative Promotion Index.

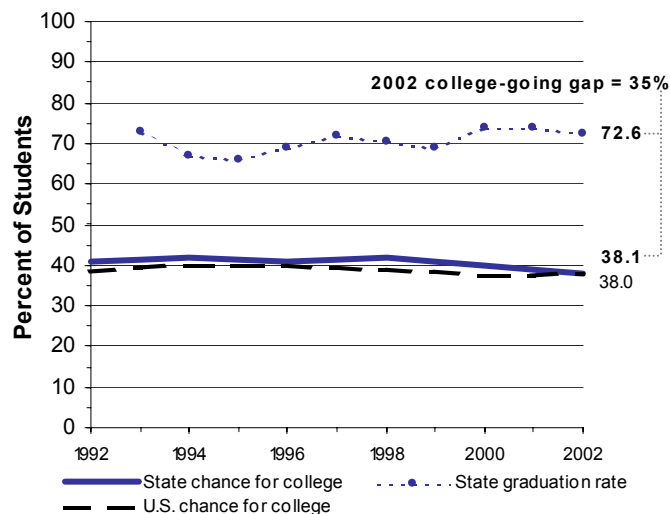
State vs. U.S. Comparison (2002)



* State data not available

Chance for College

10-Year Trend



What does “chance for college” mean?

This indicator estimates the percent of students entering public high schools who graduate with a regular diploma four years later and enroll in degree-granting two- or four-year institutions of higher education.

What is the college-going gap?

This indicator is calculated by subtracting the chance-for-college index from the high school graduation rate:

$$\text{Graduation rate} - \text{Chance for college} = \text{College-going gap}$$

The college-going gap estimates the percent of public high school students who earn a diploma but do not continue on to higher education the fall after graduating from high school.

Notes and Sources

Quality Counts 2006

This year's 10th edition of *Quality Counts* reports on states' implementation of policies related to standards-based education and grades the states in the areas of standards and accountability, efforts to improve teacher quality, school climate, and resource equity. The report also shows the progress states have made on a core set of policy indicators over the past decade. *Quality Counts 2006* provides an extensive analysis of student performance on the 2005 state-level National Assessment of Educational Progress (NAEP) in 4th and 8th grade reading and mathematics as well as trends in state achievement since 1992. *Quality Counts 2006* can be accessed online at www.edweek.org/qc06.

The *State Highlights Reports* provide state-specific summaries of key findings from *Quality Counts 2006*. The reports also contain original expanded analyses of state achievement and policy trends. Individualized *State Highlights Reports* for the 50 states and the District of Columbia are available on the Web at www.edweek.org/qc06/SHR.

State Policy Indicators, 2006

Most of the state policy indicators reported in *Quality Counts* are obtained through an original policy survey conducted annually by the Editorial Projects in Education Research Center. The research center sent surveys to the chief state school officers in all 50 states and to the superintendent of the District of Columbia public schools. Respondents provided information on policy indicators related to standards and accountability, assessment, efforts to improve teacher quality, and school climate. Every state response was carefully verified using additional evidence provided by the state, such as documentation describing a state statute or administrative rule.

For a subset of indicators, the EPE Research Center obtained information from outside organizations, such as the National Center for Education Statistics, the National Center for Educational Accountability, the Center for Education Reform, and the American Federation of Teachers.

Grading the States

For *Quality Counts 2006*, the EPE Research Center graded state policies in the areas of standards and accountability, efforts to improve teacher quality, school climate, and resource equity based on data compiled for more than 100 policy indicators. Each indicator was evaluated and assigned a certain number of points, with some indicators receiving greater weight than others. States were not awarded

credit for an indicator unless they were able to document that the respective policy was in place.

The research center tallied points within each of the four policy categories. This produced a policy score on a 100-point scale, which was then converted to a letter grade. The overall state policy grade presented in this *State Highlights Report* places equal weight on each of the four policy areas. A detailed explanation of this grading methodology appears in the full edition of *Quality Counts 2006*.

Trends in State Policy

Quality Counts 2006 includes a special analysis of policy trends over the past decade. The EPE Research Center examined state policy adoption in four key areas of standards-based education: standards, assessment, accountability, and efforts to improve teacher quality. In addition, the research center analyzed the relationship between state policy implementation and changes in student achievement on the NAEP assessments.

The policy trend analyses focus on a selected set of 24 indicators that can be tracked consistently over time. For most years, these policy indicators are drawn directly from previous editions of *Quality Counts*. In cases where an indicator was not tracked in the earliest editions of the report, comparable data were obtained from other sources.

Detailed descriptions of the 24 indicators, year-by-year data for each state, and an analysis of the connection between state policy and achievement can be found in a January 2006 report by the EPE Research Center, *Linking State Standards and Achievement*, available online at www.edweek.org/rc.

Student Achievement**State Test Data**

The Editorial Projects in Education Research Center gathered information on state tests from state department of education Web sites and www.schoolmatters.com. Because there are differences in state assessments and criteria for defining student proficiency, results from such tests are not comparable across states.

NAEP Data

The National Assessment of Educational Progress (NAEP) is the only continuing source of representative and comparable data on student achievement for the nation and the states. Data were obtained from the NAEP Data Explorer (NDE), a tool developed by the U.S. Department of Education accessible online at www.nces.ed.gov/nationsreportcard/nde. This resource provides the public with

information on student achievement for various years, grade levels, subjects, and subgroups. The EPE Research Center examined both NAEP scale scores and achievement-level data to chart state performance and progress in student achievement.

The NDE allows users to identify statistically significant differences in some NAEP results. For example, this tool can determine whether assessment scores for the nation as a whole or a particular state have changed significantly over time. Certain kinds of analyses, however, are not currently available through the NDE.

The Educational Testing Service of Princeton, N.J., conducted a series of special NAEP analyses for *Quality Counts 2006*. These analyses include tests of statistical significance for comparisons not supported by the NDE (e.g., analyses that examine differences between the size of state achievement gains and national gains). The results of these special analyses are reported in the reading and mathematics Achievement at a Glance sections of the *State Highlights Reports*.

Graduation Rates

State-reported graduation rates were obtained from "Getting Honest About Grad Rates: How States Play the Numbers and Students Lose," a June 2005 report by the Education Trust. The EPE Research Center calculated graduation rates using the Cumulative Promotion Index method. For detailed information on this methodology, see: "Who Graduates? Who Doesn't? A Statistical Portrait of Public High School Graduation, Class of 2001," 2004, www.urban.org/ChristopherBSwanson.

Chance for College

The chance-for-college indicator comes from "Postsecondary Education Opportunity, Number 149: Chance for College by Age 19 by State – 1986 to 2002," November 2004. Information can be found online at www.postsecondary.org.

Vital Statistics

Vital statistics were derived primarily from the Common Core of Data 2002-03 and 2003-04, a database maintained by the U.S. Department of Education's National Center for Education Statistics (NCES). Annual Pre-K-12 Expenditures data come from an April 2005 report by the NCES: "Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2002-03." Statistics for the percent of children in poverty for the year 2001 are from the Annie E. Casey Foundation's "Kids Count 2004 Data Book Online," available at www.aecf.org/kidscount.



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Quality Counts at 10: A Decade of Standards-Based Education

- **Quality Counts 2006** – This year's full report investigates standards-based reform during the past decade and features a special analysis of the impact of the improvement efforts on student achievement and a series of state case studies exploring experiences with standards on the ground. The annual State of the States update grades state policy in the areas of standards and accountability, efforts to improve teacher quality, school climate, and resource equity.
- **State Highlights Reports** – Individualized reports featuring state-specific findings from the 2006 *Quality Counts* report are available for all 50 states and the District of Columbia.
- **Education Counts** – This online database contains hundreds of state-level indicators on K-12 education collected over the past decade for *Education Week's* annual *Quality Counts* and *Technology Counts* reports. Use the Custom Table Builder feature to create graphs, tables, or maps for specific indicators.

You can access *Quality Counts* online at
www.edweek.org/qc06

