



MEAP report shows EAA students making steady progress

More Detroit students proficient after one year in the Education Achievement Authority state school turnaround district

Detroit, February 28, 2014 -- Students in historically low-achieving schools in Detroit made steady progress in their first year in the Education Achievement Authority, the state's school turnaround district, with 12.1 percent of students who were not proficient in reading the previous year meeting the state standard in 2013, MEAP scores released by the Michigan Department of Education Friday showed.

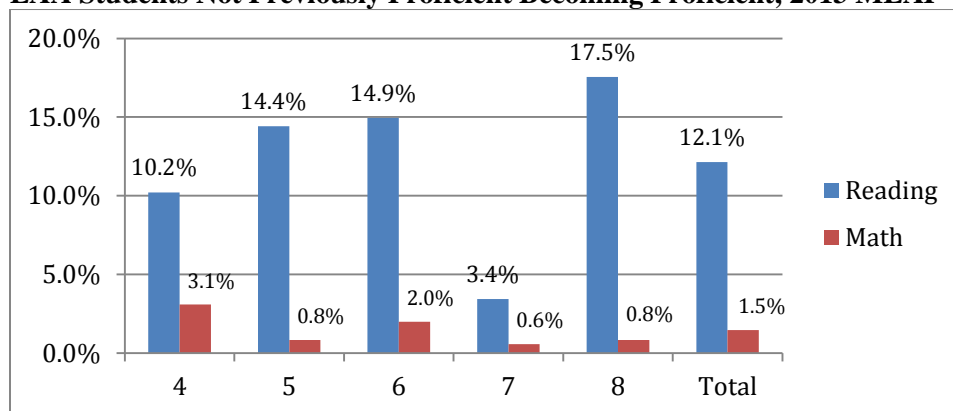
Overall, 38.2 percent of the EAA students tested on the MEAP made progress toward or beyond proficiency in reading, and 21.4 percent improved in math.

Despite the steady progress in the first year, Education Achievement Authority Chancellor John Covington said much hard work remains ahead.

"Our students made good progress in their first year as part of our intensive, student-centered learning approach, designed for long-term, sustainable student achievement, and that's a very encouraging sign. After years of being trapped in failing schools, more students who had not been academically proficient are reaching that level now. But we have a great deal more work to do to help our children reach their academic potential," Dr. Covington said. "We are excited about the signs of progress, but we must understand that too many children are still achieving at low levels and are still behind, and we must remain absolutely committed helping them continue to make progress every day in the months and years to come."

The Education Achievement Authority of Michigan was created to turn around the academic performance of the historically lowest achieving schools in the state. EAA is now in its second year of operating 15 schools in Detroit, including nine elementary and secondary schools that took part in the September 2013 MEAP assessment.

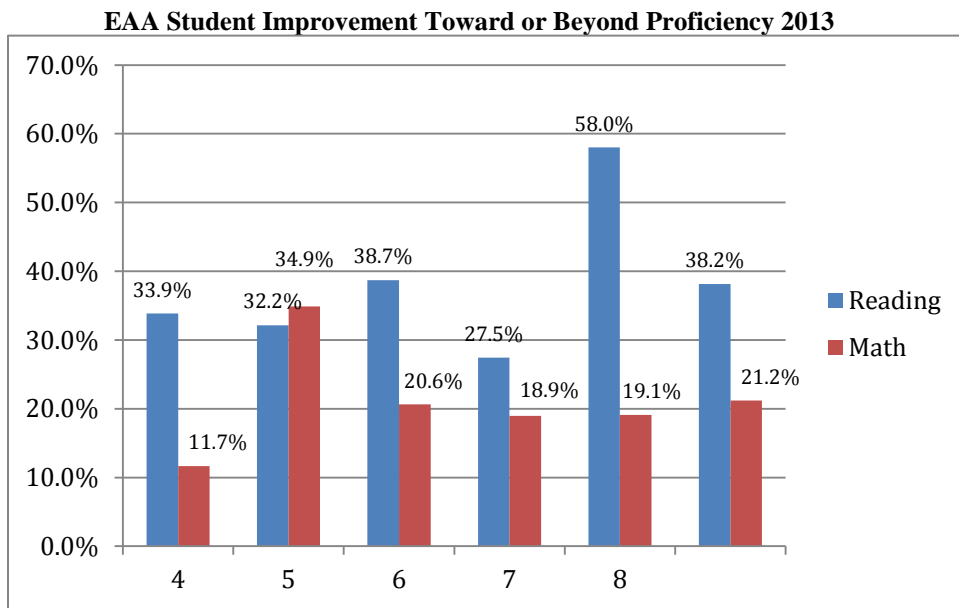
EAA Students Not Previously Proficient Becoming Proficient, 2013 MEAP



The strongest gains on the Michigan Educational Assessment Program scores by EAA elementary and middle school students came in reading. The state report shows 17.5 percent of eighth-graders who had previously failed to meet the state standard became proficient in reading after one year in an EAA school.

At sixth grade, 14.9 percent of students who had previously failed the MEAP became proficient in reading, and at fifth grade, 14.4 percent who had not been proficient in reading before their schools moved into the EAA are now proficient. For fourth-graders, the percentage moving to proficiency was 10.2 percent.

Math improvement toward proficiency was generally more modest after one year. On average more than 90 percent of the students were labeled as “non-proficient” in math by the state when the schools entered the EAA. The report showed slight improvement, with 1.5 percent of students overall who had not been proficient in math now reaching proficiency. Covington said schools have intensified their focus on the subject this year, supported by \$19 million in federal funding for supplemental instruction and supportive services.



This figure shows the percentage of students (whether previously proficient or not proficient) who demonstrated an improvement or significant improvement in relation to grade-level proficiency from one grade level to the next. All students with data in both years are included in this. This analysis is based on official data supplied by the Michigan Department of Education

Many students came to the Education Achievement Authority substantially below grade level in academic achievement (four and five years below grade level). Educators have worked to stop the academic decline that students had been suffering and to stabilize and then improve their performance, Covington said.

In the Education Achievement Authority’s more academically intensive program, students attend classes for more hours every day and for 210 days a year, about six weeks longer than their peers at traditional public schools. Students have individual learning plans and teachers guide their progress to mastery of each subject.

“Our students are in the greatest need of help. And they are getting that help from our outstanding and dedicated teachers and school administrators,” Covington said. “Our job is to help our students move from where they came to us academically back up to grade level and beyond. That’s why we focus so intensively on helping every student make progress. That kind of progress gives students and their families hope, and it helps to encourage them to continue their hard work toward great academic success.”

The MEAP data also shows that EAA students in student-centered classrooms are halting the trend of declining academic achievement, and are stabilizing and improving performance. The report shows that in the year before schools joined the EAA, 44 percent of students declined in reading performance. EAA schools lowered that number of students declining in reading to 36 percent and increased to 38 percent the number of students who improved in reading. In the previous year, before the schools joined the EAA, only 31 percent of students improved in reading.

Overall, Education Achievement Authority students at four of five grade levels improved in reading performance on the MEAP when comparing how students performed the year before they entered the EAA and how they performed at the next grade level in their first year at an EAA school. Math performance was more mixed, with one grade level improving, two remaining unchanged and two declining when comparing how students performed the year before they entered the EAA and how they performed at the next grade level in their first year with EAA.

MEAP Proficiency, Reading, 2013 **Education Achievement Authority students**

2012 Third Grade 15%	2013 Fourth Grade 19%	Up 4 points
2012 Fourth Grade 14%	2013 Fifth Grade 23%	Up 9 points
2012 Fifth Grade 27%	2013 Sixth Grade 32%	Up 5 points
2012 Sixth Grade 24%	2013 Seventh Grade 13%	Down 11 points
2012 Seventh Grade 16%	2013 Eighth Grade 31%	Up 15 points

Individual EAA schools made steady improvement, particularly in reading:

- **Trix Performance Academy** – 37 percent of fifth-graders were proficient in reading in 2013, up 31 points from 2012 when 3 percent of the class was proficient in reading as fourth-graders before they joined the EAA. The number of students proficient in reading

improved in four out of five grade levels at Trix, and in three out of five grade levels in math. Fifteen percent of fourth-graders were proficient in math, up 12 points from 2012 when three percent of the class was proficient.

- **Bethune Elementary/Middle School** – 31 percent of eighth-graders were proficient in reading in 2013, up 21 points from 2012 when 10 percent of the class was proficient as seventh-graders before they joined the EAA. Four of five grade levels improved their reading proficiency levels.
- **Murphy Performance Academy** – 39 percent of eighth-graders were proficient in reading in 2013, up 31 points from 2012 when 8 percent of the class was proficient as seventh graders before they joined the EAA. Three of five grade levels improved their reading proficiency levels.
- **Scott Elementary/Middle School** – 32 percent of eighth-graders were proficient in reading in 2013, up 14 points from 2012 when 16 percent of the class was proficient as seventh-graders before they joined the EAA. Three of five grade levels improved in reading.
- **Burns Elementary/Middle School** – 30 percent of fourth-graders were proficient in reading in 2013, up 14 points from 2012 when 16 percent of the class was proficient as third graders before they joined the EAA. Three of five grade levels improved in reading.
- **Law Academy** – 34 percent of eighth-graders were proficient in reading in 2013, up 21 points from 2012 when 13 percent of the class was proficient as seventh-graders before they joined the EAA. Three of five grade levels improved in reading.
- **Nolan Elementary/Middle School** – 25 percent of fifth-graders were proficient in reading in 2013, up 15 points from 2012 when 10 percent of the class was proficient as fourth-graders before they joined the EAA. Four of five grade levels improved in reading.
- **Phoenix Academy** – 46 percent of eighth-graders were proficient in reading in 2013, up 11 points from 2012 when 35 percent of the class was proficient as seventh-graders before they joined the EAA. One of five grade levels improved in reading.
- **Stewart Performance Academy** – 42 percent of eighth-graders were proficient in reading in 2013, up 31 points from 2012 when 11 percent of the class was proficient as seventh-graders before they joined the EAA.