

NCLB Making a Difference in Michigan



- Between 2002 and 2004 (latest data available):
 - Fourth-grade mathematics proficiency increased by eight percentage points
 - The black-white achievement gap in fourth-grade mathematics narrowed by four percentage points
 - The Hispanic-white achievement gap in fourth-grade mathematics narrowed by five percentage points
(*Education Trust*)
- “Fourth- and seventh-graders in public schools did better in reading on the MEAP tests this year.... Seventy-three percent of seventh-graders statewide met or exceeded state standards in reading, up from 61 percent in 2004. Fourth-graders meeting or exceeding the standards rose three percentage points to 82 percent.... ‘I am encouraged by the improvement in reading scores,’ State Board of Education President Kathleen Straus said. ‘Reading is the foundation of all learning and I look forward to its impact on greater achievement in other curriculum areas.’” (*Associated Press*, 5/7/05)
- “Bunche Elementary School was once considered one of the worst schools in the [Flint] district. Its test scores at rock bottom, in 2000 it became one of three Flint schools to receive the dreaded ‘reconstitution’ order, which basically meant it had to make major changes – and fast. But this year, by the final week before summer break, Bunche was celebrating... When the new AYP list is released, possibly later this month, Bunche...will have met AYP for the first time in at least five years. ... This year’s fourth-graders were the first group to go through all of the programs [reading library, uniforms, etc.] the Bunche staff started five years ago. The results are clearest in the fourth-grade MEAP tests taken in January: remarkable gains in math, reading and writing and exceeding state and Genesee County averages in all three categories. The scores ranked them in the top five among the 27 elementary schools in the district.” (*Flint Journal*, 7/10/05)
- “Jefferson-Barns, along with three other Westland schools, benefits from a federal grant called Reading First, which is part of the No Child Left Behind legislation.... Parents and principals said even strong readers benefit from the Reading First approach. Teresa Worthy, whose daughter, Stephenie, is in third grade, said she is continually impressed by the vocabulary her daughter is building with the intensive reading instruction. She has also worked as an aide throughout the Wayne-Westland district and can point to the importance of early reading intervention when she sees students struggling when they are older. ‘The time is well-served by spending that much time on reading,’ she said. ‘It’s going to do nothing but help in other subjects.’ ... Early statewide test results show the program is making an impact. For example, third-graders reading at grade level went from 19 percent to 29 percent after the first year of the grant, based on the Iowa Test of Basic Skills.... Johnnye Summerville, principal at Elliott Elementary in Westland, said Reading First has forced teachers and staff at their school to really focus on achieving the goal. ‘We’ve taken unnecessary things out of the curriculum,’ she said.... Summerville said students translate the skills they learn through Reading First into other areas of the curriculum, such as science and social studies. ‘Integration is the key word,’ she said.” (*Detroit News*, 3/7/05)