



Race to the Top

Technical Review Form - Tier 1

Michigan Application #3600MI1



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	35
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	25
(iii) Translating LEA participation into statewide impact	15	5

(A)(1) Reviewer Comments:

(A)(1)(i) The applicant describes a coherent and comprehensive state reform agenda, called the Michigan Integrated Education Reform Plan, which aims to increase student achievement, decrease achievement gaps, increase high school graduation, and increase college enrollment. The plan addresses all four American Recovery and Reinvestment Act of 2009 (ARRA) improvement areas – standards and assessment (involvement in the Common Core State Standards Initiative (CCSSI) and American Diploma Project (ADP), as well as multiple consortia applying for Race to the Top (RTTT) assessment grants); data systems (plans to significantly enhance the state's data system with collection of student achievement and growth data, and linking that data to teachers, principals and schools); teachers and leaders (using new evaluation rubrics based on newly available student performance data to deliver targeted professional development); and low-performing schools (coherent plan to address low-performing schools with a combination of school, district, and state-level efforts). These plans are coherent and align perfectly with the applicant's descriptions of state goals in each of the reform areas. The applicant earns full points on this criterion. (5 points)

(A)(1)(ii) The applicant indicates the existence of, but does not include, the Memorandum of Understanding (MOU) detailing the scope of work, key roles and responsibilities of the state and the Local Education Agency (LEA), state recourse for LEA non-performance, and assurances. It is thus impossible to judge the strength or credibility of the state's MOU with its LEAs, and impossible to award any points to the applicant on this part of the criterion. The applicant does provide summary tables in the narrative, and full documentation in Appendix A1.1, of the scope of work for each LEA. Of the 756 participating LEAs, the applicant indicates over 99.5% will implement every criterion specified in the state plan. The applicant indicates that 100% of the participating LEAs have provided the signature of the LEA Superintendent; 99.7% have additionally provided the signature of the President of the Local School Board. However, only 8% of the applicable LEAs include the signature of local Teacher's Union Leader. Teacher union buy-in is extremely important to the effective implementation of several of the RTTT goals, especially the implementation of new standards, curriculum, and assessments, and the development of new teacher evaluation procedures, upon which will be based (according to the state plan) decisions on teacher retention, promotion, and dismissal. The applicant earns 25 points on this criterion. (25 points)

(A)(1)(iii) The applicant indicates that 756 of the state's 848 LEAs will be participating in the grant. The 756 participating LEAs represent 89% of the total state LEAs, 90% of the schools, 89% of the K-12 students, and 94% of the students in poverty in the state. Thus it is likely that if the participating LEAs meet the grant requirements, this will translate into broad statewide impact, including significant impact for high-need students. The applicant does an excellent job of documenting that the included LEAs are representative of the state's total LEAs, and that high-risk students are actually overrepresented among participating LEAs. However, the applicant provides no information in the narrative or

appendices about state goals and targets for increasing student achievement, decreasing achievement gaps, increasing graduation rates and increasing college enrollment. This makes it impossible to judge whether the applicant's goals are ambitious yet achievable, or how the goals would differ without the receipt of RTTT funds. The applicant earns 5 points on this criterion. (5 points)

(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	27
(i) Ensuring the capacity to implement	20	20
(ii) Using broad stakeholder support	10	7

(A)(2) Reviewer Comments:

(A)(2)(i) The applicant describes a coherent plan for state leadership. The state's plan has been developed in concert with the Governor, The Superintendent of Public Education, and the state Legislature. Michigan Department of Education work teams, working in concert with the state's Intermediate School Districts and education associations, will support LEAs and schools in their implementation of RTTT projects. Each RTTT project in the state will be assigned a project leader, who will coordinate efforts around that particular project, evaluate implementation practices of the schools and LEAs involved, and intervene when necessary to make sure effective practices are continued and ineffective practices discontinued. The budget is presented (as a separate section of the application) both as an overview and broken down by project area, with narrative and tabular detail for each project including categories and amounts of funding, justification for dollars requested, and timelines for completion of each of sub-goals within each project area. The project goals and funding are aligned with the state goals described in the narrative of the application. The applicant indicates the state's commitment to its education reform agenda regardless of the receipt of RTTT funds. The applicant makes it clear that all stakeholders, from the Governor to the Legislature to the Department of Education to districts and schools to teachers and principals themselves, have been engaged in the development of the state plan and are fully committed to carrying it out. The applicant also mentions that significant state, foundation, and other Federal funds (School Improvement Grants, Title I and II monies, SLDS grants) would be leveraged in addition to RTTT funds to pursue reform. Finally, the applicant indicates that the state views RTTT funding, if received, as start-up costs to initiate reforms not possible with current state funds, rather than operating costs, which the state is planned to take on upon implementation of its RTTT projects. The applicant earns full points on this criterion. (20 points)

(A)(2)(ii) The applicant provides 28 letters of support for the state's RTTT proposal from various constituencies in the state. Foremost among the supporters are principals' associations, the state teacher's network, and one of the state's teacher unions (AFT). In addition, the applicant presents letters from both the legislative branches of the state; businesses; education associations; foundations; school administrators associations; state universities and community colleges; the school boards association; and an adult education association. It is notable that no community, parent or student organizations or advocacy groups are included among the letters provided; this is concerning, since students and parents are the ultimate "end users" of the state's education system. In addition, the second of the state's teacher unions (NEA) has not provided a letter of support. The applicant earns 7 points on this criterion. (7 points)

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	11
(i) Making progress in each reform area	5	3
(ii) Improving student outcomes	25	8

(A)(3) Reviewer Comments:

(A)(3)(i) The applicant describes progress made in the state in all four reform areas: standards and assessment (development of high-quality standards and assessments, including the Michigan Merit Exam for high school graduation that also serves to provide students with college readiness information); data systems (progress on America COMPETES Act elements and plans for data system

expansion); teacher and leader effectiveness (new evaluation systems and professional development to increase effectiveness); and turning around low-performing schools (various interventions and state-level authority to intervene). However, while the applicant makes general mention of the use of ARRA, state, and other Federal funds to drive these improvements, no clear indication is provided as to the source or level of investment from any particular resource area to any of the specific reform areas, nor does the applicant link the investment of funds to the reforms achieved. The applicant earns 3 points on this criterion. (3 points)

(A)(3)(ii) The applicant provides a very limited amount of data on student performance in terms of years of data, and no data on graduation rates. The applicant explains that due to a change in state accountability requirements in 2005-2006, the data on student achievement and graduation rates for 2003-2005 are "not comparable" and thus not provided in the application. Examining the data provided by the applicant for 2006-2008, it appears that, in grades 3 through 8: math performance (overall and across subgroups) has increased, and math achievement gaps between subgroups have decreased on the state test, while both have remained steady on NAEP; meanwhile, reading performance and achievement gaps on both the state test and NAEP have held steady. The applicant provides no graduation rate data, indicating only that the graduation rate calculations for the state are now based on a cohort methodology, providing more accurate results. However, without any numbers for reference, it is impossible to determine the direction of movement in graduation rates for the state in the past five years. The applicant earns 8 points on this criterion. (8 points)

Total	125	73
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B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	38
(i) Participating in consortium developing high-quality standards	20	18
(ii) Adopting standards	20	20

(B)(1) Reviewer Comments:

(B)(1)(i) The applicant is a member of the Common Core State Standards Initiative (CCSSI), a consortium of 51 states and territories to design a common set of K-12 standards that are internationally benchmarked and build toward college and career readiness by high school graduation. Since the consortium includes a majority of the States in the country, the applicant receives "high" points for this criterion. The applicant provides most of the evidence requested in this criterion, in the form of: a signed Memorandum of Agreement documenting their participation in the consortium (Appendices B1.1 and B1.2); a list of the states that are participating in the consortium (Appendix B1.6); and a copy of the draft common core standards, with information about alignment to current state standards (Appendices B1.14 and B1.15). However, the applicant does not provide documentation that the standards will be internationally benchmarked and lead to college- and career-readiness by high school graduation. Thus the applicant earns 18 points on this criterion. (18 points)

(B)(1)(ii) The applicant describes in the narrative, and outlines in Appendix B1.10, a coherent plan and viable timeline for standards adoption, including the following components: alignment to current state standards; open comment periods for various stakeholder groups; time for legislative consideration; and time for State Board of Education (SBE) decision-making. The applicant indicates that adoption of standards is a SBE decision in the state, and presents a timeline that would lead to adoption of the new standards in June 2010, earning them "high" points on this criterion. Further, the applicant presents a coherent plan for implementing the standards, including: alignment of new standards to assessments, postsecondary programs, early childhood programs, and teacher preparation programs; and, the development and dissemination of standards-aligned instructional support materials and professional development programs. The applicant earns full points on this criterion. (20 points)

(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments:</p> <p>(B)(2)(i) The applicant includes non-binding Memoranda of Understanding for three different assessment consortia, all of which the state joined in January 2010, and describes state involvement in each. The first, Summative Multi-State Assessment for Teachers and Education Researchers (SMARTER, Appendix B2.1), plans to develop summative assessments aligned with the CCSS common core standards, specifies in the MOU that the consortium is being constructed to apply for the Race to the Top Assessment Grant competition, and, according to the narrative and appendices of Michigan's application, includes 21 states. The applicant indicates that Michigan is a "lead" state in SMARTER, although the copy of the MOU provided indicates that Michigan is a "participating" state in this consortium. The second, Multiple Options for Student Assessment and Instruction Consortium (MOSAIC, Appendix B2.2), plans to develop formative assessments aligned with the CCSS common core standards and, according to the narrative and appendices of Michigan's application, includes 25 states. The applicant indicates that Michigan is a "participating" state in MOSAIC. The third, the State Consortium Developing Balanced Assessments (Balanced Assessments Consortium, Appendix B.7), will build a full assessment system aligned to the Common Core Standards, will provide an overall plan for an assessment system that will align the efforts of the other assessment consortia, and, according to the narrative and appendices of Michigan's application, includes 30 states at the time of submission. The list of states engaged in each consortium is provided in conjunction with each MOU. Although Michigan is not listed as a "lead" state in any of the consortia, the applicant describes significant state technical capacity in assessment development, and indicates that the state will take the lead in composing all ancillary materials and documenting the technical component of any assessments developed by the three consortia. The applicant earns full points on this criterion. (5 points) (B)(2)(ii) The Balanced Assessments Consortium includes 30 states (according to Michigan's application), earning "high" points. The applicant earns full points on this criterion. (5 points)</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments:</p> <p>(B)(3) The applicant describes in detail a five-part plan to support statewide transition to new standards: implement the rollout plan for the new standards; ensure that high school exit criteria, when aligned to the new standards, continue to be aligned to postsecondary entrance requirements; develop and disseminate high-quality curricular frameworks aligned to the standards; provide state-level support to LEAs in developing instructional materials and assessments aligned to the new standards; and develop and deliver professional development aligned to the new standards. Each part of this plan is described in great detail and is sound. The rollout plan will involve multiple meetings with stakeholder groups and opportunities for comment, followed by integration of standards in district and school policy. The current Michigan Merit Curriculum is already aligned to postsecondary entrance requirements, and will be re-examined in light of the new standards. A representative stakeholder workgroup will revise and update the current Michigan Curriculum Framework to align with the new common standards. The state will support districts in developing model instructional materials that adhere to the new standards and lead to increased student achievement and decreased achievement gaps. New assessments aligned to the new standards will be developed through the state's participation in multiple common assessment consortia, and will result in new, state-level formative and interim benchmark assessments that will augment the state's capacity to evaluate teacher effectiveness. Finally, the state will develop new professional development programs and align existing ones to the needs of districts implementing the new standards. The applicant earns full points on this criterion. (20 points)</p>		
Total	70	68

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	10
<p>(C)(1) Reviewer Comments:</p> <p>(C)(1) The applicant indicates that the state has "put in place" 10 of the 12 America COMPETES Act Elements. However, through the information provided by the applicant in this section, the applicant provides evidence of fully implementing only 5 of the elements (1, 2, 3, 5, 10), with 3 more "in process" that will not be fully implemented until December 2010 (4, 9, 11), and two elements that are collected but isolated from the rest of the state's data system (6, 7). The applicant earns 10 points on this criterion. Notes on appropriate evidence, or why evidence was not appropriate, are provided below for each element. (10 points) (1) Yes – unique ID through Single Student Record Database (SSRD) – 2 points (2) Yes – student-level enrollment, demographic, and program participation information through SSRD – 2 points (3) Yes – student-level information about transfers, drop outs, completions for K-12 and postsecondary – 2 points (4) No – prototype for matching K-12 and postsecondary data in place, but actual capacity will not be available until December 2010 – 0 points (5) Yes – a State data audit system assessing data quality, validity; and reliability – 2 points (6) No – yearly assessments records available, but only at Office of Education Assessment and Accountability (OEAA), and not integrated with rest of state data system – 0 points (7) No – information on students not tested by grade and subject available, but only at OEAA, and not integrated with rest of state data system – 0 points (8) No – state data system currently lacks capacity to match teachers to students – 0 points (9) No – student-level transcript data, including courses and grades, available for K-12, but postsecondary implementation will not be complete until December 2010 – 0 points (10) Yes – student-level college readiness test scores available for all students via Michigan Merit Exam – 2 points (11) No – student secondary-postsecondary transitions information will not be available until December 2010 – 0 points (12) No – no other information is collected at this time – 0 points</p>		
(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments:</p> <p>(C)(2) The applicant describes two systems currently in place in the state that delivers secure access to state-level data to districts and schools. The first, Data for Student Success, uses a web portal to translate state data into actionable reports to inform instruction at the district, school, and classroom levels to all 57 of the state's Intermediate School Districts. This portal would be expanded to deliver, to every school in every district, access to comprehensive student and teacher data, implementation tools, and professional development programs. The second, Regional Data Initiatives, serve as regional data repositories for state level student assessment and demographic data collected through the state's longitudinal data system. Expansion of the Regional Data Initiatives will allow them to serve as regional data partners to districts and schools to handle custom queries and support local decision-making. The applicant earns full points on this criterion. (5 points)</p>		
(C)(3) Using data to improve instruction	18	18
<p>(C)(3) Reviewer Comments:</p> <p>(C)(3)(i) The applicant describes a coherent and sound plan for increasing the use of local instructional improvement systems statewide. The state's 57 Intermediate School Districts (ISDs) have already organized themselves into 8 Regional Data Initiatives (RDIs). Each RDI has created a Professional Learning Community to facilitate shared work on professional development programs, common course definitions to track student progress to graduation, and a common set of early warning signs signaling students at risk for dropping out. In addition, the RDIs are working with the state on the creation and dissemination of common assessments across districts, and facilitating the use of student growth data in teacher and principal evaluations. Both of these latter initiatives will be driven by enhancements to the state's longitudinal data system, to be funded through grant dollars and state appropriations. The applicant earns full points on this criterion. (6 points) (C)(3)(ii) The applicant indicates that over 97% of</p>		

all state LEAs have indicated, through signed assurances, that they are committed to a detailed list of engagements with their RDI that includes, but is not limited to: improving local data systems; incorporating student growth data into teacher and principal evaluations; and providing dedicated professional development for all instructional staff and administrators on effective data use to increase both instructional effectiveness and student achievement. This thorough approach with demonstrated stakeholder buy-in earns the applicant full points on this criterion. (6 points) (C)(3)(iii) The applicant describes multiple ways that state data will be made available to researchers so that they may evaluate the effectiveness of instructional materials and strategies in improving student performance. First, individual districts have agreed to make their data available to RDIs for research purposes. Next, each RDI has partnered with a state postsecondary institution offering an accredited teacher preparation program to conduct in-depth research on the local data gathered by the RDI. Finally, the state has plans to develop a state-level Research Collaborative that will have access to data from all RDIs, employ researchers to analyze data trends at a state level, and produce reports and recommendations that will be accessible to the public. The applicant earns full points on this criterion. (6 points)

Total	47	33
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D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13

(D)(1) Reviewer Comments:

(D)(1)(i) The applicant indicates that the state is supportive of alternative routes to certification for teachers, principals, and school administrators. In the narrative detailing the state rules governing such programs, the applicant indicates that the programs must be selective. The applicant does not mention whether alternative certification routes are required to provide school-based experiences or limit the amount of coursework required. The most recent round of state rulemaking now allows the approval of programs that provide the same level of certification as a traditional preparation program. Alternative routes to principal certification may operate independently from institutions of higher education; however, it is not clear from the applicant's description whether alternative routes to teacher certification may do so. In the following section, when the applicant describes currently existing programs, all alternative routes to teacher certification described are offered through institutions of higher education; no alternative routes to principal certification currently exist in the state. The applicant earns 3 points, or the low end of "medium" points, on this criterion. (3 points) (D)(1)(ii) The applicant describes two existing alternative routes to teacher certification, as well as numbers of teachers completing each program over the life of the program: Central Michigan University's Alternative Route to Certification Program, focused on certifying math, science and industrial education teachers for rural school districts (63 teachers); and Wayne State University's Pathways Alternative Route to Certification Program, focused on certifying special education and bilingual education teachers for urban school districts (53 teachers). The applicant also describes a planned alternative route to teacher certification, the Woodrow Wilson Michigan Teaching Fellowship, which addresses, through partnerships with several state universities, state shortages in math and science teachers. All three programs appear to be selective, and to limit the amount of coursework required of students, thereby shortening the amount of time required to achieve certification. The latter program will also create intensive school-based experiences for their participants. The applicant indicates that while alternative certification programs for principals are allowable by state law, none currently exist in the state. This criterion is meant to address both teacher and principal alternative certification programs. Since no qualifying alternative principal certification programs exist, and further, since both currently existing alternative teacher certification programs are delivered by postsecondary institutions, the applicant earns 3 points on this criterion. (3 points) (D)(1)(iii) The applicant indicates that the state's department of education currently works with the Center for Educational Performance and Information (CEPI) to collect the Registry of Educational Personnel (REP) twice annually, which is then used to

monitor, evaluate, and identify areas of teacher and principal shortage in the state, and report them publicly on the department's website. To address shortages, the state has in place a "Teacher Preparation Institution Performance Score and Corrective Action Plan" for each teacher preparation program in the state, which rewards programs for focusing their efforts on teacher shortage areas. Moving forward, the applicant indicates that the state has in place a plan to institute a similar reward system for principal preparation programs. In addition, the state plans to encourage the development of teachers in high-need areas such as math, science, and special education through a variety of means, including: promoting tenure portability; recruiting new college graduates and mid-career STEM professionals to teaching, especially those willing to work in high-need schools; and providing streamlined pathways for out-of-work STEM professionals to enter the teaching profession. This comprehensive and multi-faceted plan to address teacher shortage areas in the state earns the applicant full points on this criterion. (7 points)

(D)(2) Improving teacher and principal effectiveness based on performance	58	41
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	18

(D)(2) Reviewer Comments:

(D)(2)(i) The applicant indicates that student growth measures will be implemented first at the state level, through the Office of Educational Assessment and Accountability (OEAA), which already collects year-to-year student summative assessment data. Summative assessments will be replaced with the common assessments developed through the common assessment consortia mentioned earlier in the application (Section B). Next, common formative and benchmark assessments will be developed and implemented across districts and schools. All assessment data will be accessible through the state's new longitudinal data system, as described in Section C. Growth will be measured for each individual student and linked to their teachers and principals. Students will be provided assistance based on their growth trajectories, and teachers and principals will be evaluated with respect to student growth, and provided appropriate professional development to increase their effectiveness. However, there is a serious caveat to the methodology for collecting student growth measures used for teacher and principal evaluation: according to the applicant, data on growth will only be gathered on students who are "present for the entire period" of the educator's evaluation. This creates the potential for score manipulation. Without additional specifications on the threshold of "presence" (does a one-day absence remove a student as a data point?), it is impossible to determine whether this measure will be an accurate one upon which to base evaluations. The applicant earns 3 points on this criterion. (3 points) (D)(2)(ii) The applicant indicates that, by new state law as reflected in the Revised School Code, every district in the state is now required to develop a rigorous, transparent, and fair evaluation system for teachers and principals that takes into account data on student growth as a significant factor. These evaluation systems must be developed with the explicit input of teachers, principals, teachers union representatives, the school board, and the district administration. The evaluation rubrics will be based on an existing set of state Teacher Professional Standards and a set of state Principal Professional Standards to be developed in the coming year. Principals and teachers would be evaluated on multiple measures, and the final evaluation would rate them into one of four categories for each standards and measure: Highly Effective, Effective, Moderately Effective, and Ineffective. While this structure appears sound, the process for developing and implementing these evaluation plans is less so. The applicant indicates that districts will be required to develop and submit evaluation systems to the state within 90 days of the grant award. This is an incredibly tight timeline for an activity which is extremely labor-intensive and time consuming. In addition, the applicant indicates that the state will evaluate every one of these district plans – for all 756 participating districts! The scope of work required of the state in a short period of time with limited staff support leaves doubt about the feasibility of the state plan. Also, the applicant indicates that the evaluation systems will not

be implemented until the "current local collective bargaining agreement expires," but provides no specifics on the timelines for these events. The applicant earns 10 points on this criterion. (10 points) (D)(2)(iii) The applicant indicates that by state law, teachers and principals must be evaluated at least annually, and provided with timely and constructive feedback based on the results of those evaluations. Moving forward, the applicant indicates that student growth measures will be incorporated in the new evaluation frameworks, and teachers and principals would be provided appropriate professional development to address areas of deficiency as apparent from the evaluation results. The applicant earns full points on this criterion. (10 points) (D)(2)(iv) The applicant describes a detailed state plan to use the new teacher and principal evaluations for developing, compensating, promoting, retaining, and removing teachers and principals based on effectiveness. To allow districts time to work through the implementation process of the new evaluation systems, evaluations are only to be used for targeted professional development to increase effectiveness in the first three years. Starting with the fourth year, districts will be allowed to use evaluation results to make decisions about compensation, promotion, retention, tenure, and removal for teachers, and compensation, promotion, retention, and removal for principals (principals in Michigan are not eligible for tenure). The applicant explains that the state department of education, in consultation with a stakeholder group, will develop a three-tiered teacher licensure system using the National Council for the Accreditation of Teacher Education's (NCATE) "Continuum of Teacher Preparation and Development" as a guiding framework. This framework will specify in a transparent manner the various ways teachers can increase their compensation and move up the licensure ladder through increasing their effectiveness and leadership activities, as rated through the new evaluation framework. The plan presented by the applicant is sound, and the applicant backs it up with ambitious annual targets. However, districts are only "requested" to use evaluation results in making these decisions, leaving doubt about whether the specified targets are actually achievable. Also, as indicated previously in Section A, less than 8% of the participating districts were able to demonstrate teacher union buy-in on their MOUs with the state. This will make the implementation of changes to existing teacher evaluation and compensation structures extremely difficult at the local level. The applicant earns 18 points on this criterion. (18 points)

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	15
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5

(D)(3) Reviewer Comments:

(D)(3)(i) The applicant provides the state's definitions of high- and low- minority/poverty schools, and outlines a clear plan to identify the number and percent of effective teachers and principals in each through the state's new longitudinal data system, currently in development. The state already has the capacity to track the number of teachers and principals serving each type of school; the data provided by the applicant indicates that in terms of numbers, teachers and principals are currently equitably distributed across school types. By adding student achievement and growth measures to that data, the state will create capacity to identify the distribution of effective teachers and principals across schools. The applicant also presents a detailed plan, with multiple intervention methodologies and ambitious yet achievable target benchmarks, to ensure equitable distribution. These interventions are presented in three broad categories: preparation; recruitment and retention; and professional development. Some specific interventions that seem especially promising include using teachers and principals who are currently highly effective in high-poverty/high-minority schools as mentors and coaches for teams of teachers and principals serving these schools; promoting the portability of tenure for teachers; providing financial incentives, such as differentiated compensation based on student achievement; and providing additional state-level instructional support to those willing to serve in these schools. However, it is not clear whether these programs are large enough or provide the necessary incentives required to achieve equitable distribution of effective educators across school types. Finally, it is unclear whether any "redistribution" plan for teachers could be implemented at all without significantly more buy-in from the local teachers' unions than is demonstrated by the applicant. The applicant earns 10 points on this criterion. (10 points) (D)(3)(ii) The applicant indicates that the interventions described

in the previous section should also serve to increase the number and percent of effective teachers in hard-to-staff areas such as math, science, and special education. Unfortunately, this means that the shortcomings of those interventions apply as well: lack of capacity, incentives and teacher union buy-in. The applicant describes three programs directed specifically at increasing the number of teachers in hard-to-staff areas. First, the state plans to institute several new alternative routes to certification of teachers, aimed specifically at hard-to-staff subject areas, including the previously-described Woodrow Wilson Michigan Teaching Fellowship program (which will specifically recruit individuals to the teaching profession who are interested in specializing in math and science teaching). Second, the state plans to recruit retired teachers back into the workforce. Third, the state plans to re-train unemployed STEM professionals to enter the teaching profession. Though these programs may be promising, the lack of detail in the applicant's description leaves the potential scope, size, and success rate of these programs difficult to determine. In turn, this raises questions about the feasibility of using these methods to effectively address shortage areas. The applicant earns 5 points on this criterion. (5 points)

(D)(4) Improving the effectiveness of teacher and principal preparation programs

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(D)(4) Reviewer Comments:

(D)(4)(i) The applicant presents a clear state plan, detailed in Section (D)(2) as well as in this section, to use the new developments in the state data system to link student achievement and growth scores to teachers and principals. In addition, the applicant describes the current "Teacher Preparation Performance Score Report and Corrective Action Plan", which rates the state's teacher preparation programs on their effectiveness. This system will be further enhanced using student achievement and growth data of graduates. A similar system is currently in development for principal preparation programs; the applicant indicates that the state plans to link student data to that system from the outset. Reports from these systems will be made publicly accessible online through the state government website. The applicant earns full points on this criterion. (7 points) (D)(4)(ii) The applicant explains that while there are no plans to expand effective teacher and principal preparation programs (as identified through the systems described above), such programs will have the opportunity to serve as mentor programs to less-effective programs, and will be invited to join the state Research Collaborative. Also, as the state plans to make the results of its teacher preparation programs (tied to student achievement and growth) publicly available, it is likely that this will increase the number of applicants and enrollees in programs that are publicly lauded as highly effective, though the applicant does not make this argument in the narrative. The applicant earns 4 points on this criterion. (4 points)

(D)(5) Providing effective support to teachers and principals

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(D)(5) Reviewer Comments:

(D)(5)(i) The applicant describes a multi-faceted plan to deliver high-quality professional development to its teachers and principals. As the state will be transitioning to a much more data-driven culture with its new data system, all teachers and principals in the state will be provided intensive professional development on data use for instructional improvement through the newly-developed Responsive Instructional Support System (RISS). In addition, the applicant describes how teachers and principals will be provided support and professional development throughout their careers. New teachers and principals will be provided high-quality mentoring and induction by their employing LEAs, overseen by the cross-functional professional development team at the Michigan Department of Education (MDE). Continuing teachers and principals will be expected to develop Individual Professional Development Plans (IPDP) based on their annual evaluations. To meet the goals of these plans, schools and districts will work with the MDE's cross-functional team to identify and deliver targeted professional development in areas of deficiency. The applicant does not describe how the state will develop or deliver professional development related to the meeting the specific needs of high-need students, whether through differentiating instruction or otherwise. Meeting the needs of the most at-risk students is critical to teacher and principal effectiveness. Also, the applicant does not address whether or how teachers and principals will be provided collaborative or common planning time to address student needs within a school or across schools within a district. Collaborative planning time is essential to coordinate instructional improvement efforts. Finally, the state's professional development plan for educators does not incorporate the state's universities, even though its postsecondary sector is one of

the state's strongest resources. The applicant earns 6 points on this criterion. (6 points) (D)(5)(ii) The applicant's plan to monitor, coordinate, and continually improve professional development programs across the state, as described in the application, includes two initiatives: developing standards for evaluating programs offering state board continuing education (SBCE) units; and participating in the national evaluation of Title I school improvement initiatives, applying the lessons learned to the state's professional development program evaluation rubric. These initiatives are limited; even if they are effective in their own right, they do not address the wide range of professional development options available to districts. While the applicant indicates that professional development programs will be evaluated for effectiveness, no plan is presented for how this would be done, nor does the applicant present a plan for how such programs might be modified or discontinued if found to be ineffective. The applicant earns 4 points on this criterion. (4 points)

Total	138	90
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E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
(E)(1) Reviewer Comments:		
(E)(1) The applicant indicates that, through state statute, the state-level Superintendent of Public Instruction (SPI) is granted the authority to intervene in both low-performing schools and districts, earning the applicant "high" points on this criterion. Further, the applicant describes the extent of the SPI's authority in each of these cases. Recently-passed legislation authorized the SPI to place the state's lowest-performing schools under the supervision of the State Reform Officer, who can either approve the district's redesign plan, involving one of the four RTTT intervention models, or issue an order imposing one of the four models on the school. In either case, the State Reform Officer oversees the implementation of the school's turnaround model. If a district has a financial emergency as defined by state statute, the SPI, in coordination with the Governor, has the authority to appoint an emergency financial manager to bring the district out of emergency status. The state also plans to provide support to schools and LEAs in selecting turnaround coaches and/or external vendors to assist with their efforts. The applicant earns full points on this criterion. (10 points)		
(E)(2) Turning around the lowest-achieving schools	40	38
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	33

(E)(2) Reviewer Comments:

(E)(2)(i) The applicant describes a high-quality, continuous plan to identify and assist the lowest-performing schools in the state. The state will use the student performance in math and reading (to be available through the new state data system) to rank all schools, identify the 5% lowest-achieving in each sector (elementary, middle, high), and intervene in those schools by requiring the implementation of one of the four RTTT turnaround models. The state will use School Improvement Grant funds to support schools eligible for Title I funds, and Race to the Top funds for those who are not. In addition, the state will continue to use this rubric throughout the grant period, and any new schools identified as being in the lowest-performing 5% will be invited to apply for a School Improvement Grant. The applicant earns full points on this criterion. (5 points) (E)(2)(ii) The applicant describes a state plan to provide a coordinated system of supports to schools and districts on their turnaround efforts. In brief: each district containing schools in need of turnaround will be required to identify, and report to the state, their turnaround schools, turnaround models, chosen vendors, implementation plan, budget, benchmarks, and success measures. Each school identified in need of turnaround will be required to submit a turnaround plan to the state, following one of the four RTTT turnaround models (this has actually been put into state law). Schools with disapproved or nonexistent plans are subject to

takeover by the state school reform/redesign officer. Once a turnaround model is selected, schools will be provided the following supports: an external facilitator, to assist with a comprehensive needs assessment; a process mentor team, to assist in plan implementation; leadership support in the form of a Principal's Fellow, Leadership Coach, and interactive training sessions delivered by Michigan State University's College of Education; and instructional coaches to assist with implementation of evidence-based practices. Further, the state will provide assistance to schools and districts in selecting appropriate turnaround vendors by providing them with lists of approved vendors and evaluations of potential vendors; turnaround training to districts; and, for Title I schools, access to the Statewide System of Support. It is somewhat concerning that the state can approve the LEAs themselves to serve as "vendors" for turnaround schools, since the districts will be the ones applying for state funds to implement school turnaround efforts. The applicant does provide significant evidence of effective school turnaround in the state, with 282 schools turned around in the past four years, out of 596 schools identified in need of improvement. Particular successes in the Pontiac school district and Detroit Public Schools are detailed. The applicant also provides data on the state's ambitious yet achievable targets set for school turnaround over the course of the grant. The applicant earns 33 points on this criterion. (33 points)

Total	50	48
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10

(F)(1) Reviewer Comments:

(F)(1)(i) The applicant includes state financial data documenting that, while total state revenues declines from FY 2008 to FY 2009, the percentage allocated to public education (elementary, secondary, and postsecondary) increased from 44.5% to 47.1% of total state revenues. This significant increase in percentage of funding devoted to public education, especially in a time of fiscal crisis, earns the applicant full points on this criterion. (5 points) (F)(1)(ii) The applicant describes state policies in place to ensure that high-need LEAs receive equitable funding with other LEAs, and that high-need schools within LEAs receive equitable funding with other schools in the LEA. For districts, the state weights its foundation allowance for general operations by the LEA's property-taxable values, providing proportionately more funds to LEAs with lower property-taxable values. In addition, the state provides supplemental funding to districts who meet the federal Free and Reduced Lunch (FRL) requirements. Finally, the state funnels extra funds to districts with high numbers of young children (grades 1-5) determined to be at risk of educational failure, calculated through a district poverty measure (the higher a district is on the state poverty ranking list, the more funds it receives to support early-grade education). For schools, the state requires by law that any title I school must receive equitable state funding with any non-Title I school within the LEA. The state also requires that the LEA allocate Title I funds to schools in proportion to the school poverty rates, with higher poverty schools receiving more Title I funds. This comprehensive equity rubric covering both districts and schools earns the applicant full points on this criterion. (5 points)

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	36
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(F)(2) Reviewer Comments:

(F)(2)(i) The applicant indicates (and cites appropriate supporting state legislation) that there are no caps on the number of charter schools operating in the state, nor on the number of students that may be enrolled in those schools. In fact, currently 6% of the state's public schools are charter schools, enrolling 6% of the total number of public school students in the state. Further, the state recently passed legislation encouraging both the creation of new charter schools by districts, and also the designation of charter schools that meet certain criteria as "schools of excellence." Designation of a

charter as a school of excellence (based on student performance criteria) increases the authority of the charter authorizer to open more charter schools. The applicant earns full points on this criterion. (8 points) (F)(2)(ii) The applicant supports the strength of the state's legal and regulatory framework for charter school oversight by citing that it was recognized as the third best in the nation by the Center for education Reform in 2008. New state legislation strengthens the use of student achievement data as significant factor in charter school evaluations. The state uses regular site visits and reporting systems to monitor fiscal, legal, and academic results of charter schools on an ongoing basis. In addition, each charter much go through a comprehensive performance review in the final year of its contract as a condition of renewal. The state also conducts site visits and operational reviews of all of the state's charter school authorizers. The applicant provides data on charter schools closed in the past fifteen years, indicating that the most common reasons for charter school closure were governance, financial, and academic performance issues. Also, new legislation indicates that any charter school open for over four years and still landing in the bottom 5% of schools (lowest-performing) must be closed by the authorizer. The applicant earns full points on this criterion. (8 points) (F)(2)(iii) The applicant explains that not only do charter schools in the state receive an equal share of State and Federal funding as compared to other public schools in the state, since LEAs are not allowed to levy taxes to support charter schools, the state pays the full amount for that portion of a charter school's per-pupil funding. In addition, a recently-lifted cap on charter school funding by the state ensures that charter schools receive the same level of per-pupil funding from state and local resources as any other public school in the same district. The applicant earns full points on this criterion. (8 points) (F)(2)(iv) The applicant indicates that the state provides no facilities funding to either charter schools or other public schools. The Michigan Public Educational Facilities Authority does offer a long-term facilities financing option for charter schools that offsets some of the risk for investors. Also, charter schools are not subject to stricter facilities requirements than other public schools. The applicant earns 4 points on this criterion. (4 points) (F)(2)(v) The applicant indicates that the state provides authority to districts and schools to develop innovative models through Title II D funding and waivers granted by the state. The applicant presents detailed examples of several innovative models that have been created through this authority. The features of the models are varied, but many include online offerings for flexible scheduling, some serving as completely online schools. Others focus on other elements of innovative models, including but not limited to: intensified STEM instruction; providing intensive supports to students at risk of not completing a college-ready high school curriculum; providing flexible school day and academic year schedules; encouraging early learning initiatives such as project-based learning and early language acquisition; and viewing learning stages as a continuum (rather than discrete levels), and providing appropriate student support with respect to this model. The applicant earns full points on this criterion. (8 points)

(F)(3) Demonstrating other significant reform conditions

5

5

(F)(3) Reviewer Comments:

(F)(3) The applicant describes five large state programs designed to support student achievement that are not covered by earlier sections of the application. The first two provide coordinated wrap-around services for students and families: the Governor's Children's Cabinet brings top leadership from the departments of Education, Human services, Community Health, Labor, Energy, Economic Growth, and Corrections to coordinate services across agencies; and the Coordinated School Health Program recognizes the link between health and educational performance, and provides supports to all students and intensive supports to students in need. One program focuses on early childhood: the Great Start Readiness Program funds early education opportunities for disadvantaged children. The last two provide supports for college access: the Michigan College Access Network will provide an online portal for students and parents to access college access information, including local programs, required coursework, and postsecondary entrance expectations, among other topics. Promise Zones provide college scholarships to students in the poorest schools and districts. The applicant earns full points on this criterion. (5 points)

Total

55

51

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: The applicant stresses a STEM focus throughout the application, making clear indications as to how work in each of the four ARRA reform areas will apply specifically to STEM instruction. The applicant also provides a summary, in the competitive priority section, of their STEM plan. In this summary, the applicant addresses each of the competitive priority areas in turn and in detail. In the section on "offering a rigorous course of study in STEM", the applicant explains that the state enacted the Michigan Merit curriculum in 2006, <i>requiring all high schools</i> students to take three years of science and four years of math. In the section on "cooperating with STEM-capable partners", the applicant mentions alternative routes to certification that specifically target the preparation of math and science teachers; the Mathematics and Science Centers Network (MSCN) that provides curriculum support, professional development, student services, and a clearinghouse for education materials and information in STEM; and several externally funded programs that bring cutting-edge STEM content and instructional resources to Michigan's educators. In the section on "preparing more students for careers in STEM", the applicant describes MSCN and the state's Career and Technical Education (CTE) programs, which promote student interest and engagement in STEM fields and careers, and include competitions that specifically target students underrepresented in STEM career fields. Since points for the STEM Competitive Priority are awarded as all or nothing, and the applicant presents a coherent and detailed plan for inclusion of STEM priorities in its state education reform agenda, the applicant earns 15 points on this criterion. (15 points)		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: The absolute priority is addressed throughout the application. All four ARRA reform areas are comprehensively and coherently addressed by the applicant; sufficient LEA participation and commitment is demonstrated; and the applicant describes how its plans will translate to increased student achievement, decreased achievement gaps across subgroups, and increase graduation and college-going rates. The applicant meets the absolute priority.		
Total		0
Grand Total	500	378



Race to the Top

Technical Review Form - Tier 1

Michigan Application #3600MI10



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	47
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	12
<p>(A)(1) Reviewer Comments: Michigan's strong commitment to reform rises from a decade of economic distress and need to grow the possibility of attracting knowledge industries through education. 75% of the school districts representing 95% of low income pupils signed on, although the MOU was missing. Although fewer than 10% of union leaders expressed support, the state AFT expressed public support. Michigan has demonstrated the will to close underperforming schools, employ independent vendors to transform failing schools, and has made stride in data collection. The strongest commitment may be to raising standards, which MI has done twice in recent years and will do in 2010. The weakest commitment may be to major changes in the way all principals will be trained or retrained to use data and transform under-performing schools.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	20
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	5
<p>(A)(2) Reviewer Comments: Michigan clearly possessed the legal authority and administrative capacity to intervene with troubled schools, and that on several occasions has included the Detroit public schools, and has used it. The state claims that 282 schools have come off the NCLB and state Needs Improvement list is impressive, although at least 30 were closed as industrial cities lost both jobs and school age population. The capacity to scale up and sustain reform may depend on the staff support for the new State School Reform Officer which capacity is not yet described in sufficient detail. Support from unions and universities could be stronger. The intermediate school districts therefore must shoulder the major responsibilities as a major resource for the next wave of reform. Michigan has unusually strong and large state university schools of education and one weakness of this proposal is their silence or minimal role.</p>		
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	17
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	12
<p>(A)(3) Reviewer Comments:</p>		

Michigan has made it a priority to help under-performing schools achieve AYP and get off the list of under-performing schools. The Michigan NAEP scores that verify this show some gains in math and ELA. Graduation rate data were not provided. There has been progress in turning around troubled schools especially in Detroit which agreed to employing 17 vendors mostly from out of state to take over failing schools. Not all of these interventions have succeeded but the state has been willing to experiment with turnaround strategies earlier than most states and cities,

Total	125	84
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B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	36
(i) Participating in consortium developing high-quality standards	20	18
(ii) Adopting standards	20	18
(B)(1) Reviewer Comments: Michigan has joined four state consortia, including one with forty plus states strengthening the Common Core. The extent of commitment and participation is less clear, since several were formed or joined very recently. Michigan set new and higher standards in 2006 and 2008 and signals an intention to adopt the Common Core later in 2010. aside from basic English literacy, Michigan has shown an above average interest in making math and science a strong state curriculum priority. The weakness may be the relatively late commitment to join with other states.		
(B)(2) Developing and implementing common, high-quality assessments	10	8
(B)(2) Reviewer Comments: Michigan will join with other states to develop high-quality assessments. MI shows high interest in using its many math and science centers for implementation of stronger standards. The strengths include progress in complying with the American Competes requirements that each pupil and teacher have an ID number so that school and classroom progress may be assessed, diagnosed, and corrected. There are proposals to employ web resources, skill surveys, and model instructional units but these are described in general terms. There might be more help in implementing assessments from the strong Michigan universities displayed here.		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	16
(B)(3) Reviewer Comments: The transition will take a full four years, and could be more aggressive. It is a good idea to use "early colleges" and other techniques to reduce the high school dropout rates and that will help meet the standards of the Common Core and enhance college readiness. The weakness was the slow pace of the full transition that needs to be accelerated.		
Total	70	60

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	10
(C)(1) Reviewer Comments:		

Michigan has described capturing 10 of the 12 vital elements mandated in America Competes, except that three of these will not be usable until December, 2010. The statewide data system is connected to frameworks for teaching and learning and to a teacher support network system. The state proposes to but cannot yet connect these data with higher education requirements and data systems as part of a comprehensive state P20 strategy.

(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments: This large state appropriately, sensibly relies on eight regional data consortia to store and promote use of state data. The proposal might add details on how these will be coordinated and supervised for consistency and impact over the next four years. Michigan might also mandate and train LEA and school site data teams to analyze and use data to improve instruction at each school. Already the state uses data to intervene in under-performing schools and districts and to close down ineffective charter schools.</p>		
(C)(3) Using data to improve instruction	18	15
<p>(C)(3) Reviewer Comments: Already MI uses data to try to improve teaching and learning at both regular public and charter schools. Michigan's track record in using data both to improve schools and close down ineffective schools may well be in the top quartile in the nation. The proposal might more clearly articulate priorities for using data and the timing of interventions and dissemination, although it could well take four years to prepare MI schools for a new economic base.</p>		
Total	47	30

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	15
<p>(D)(1) Reviewer Comments: MI has long been proud of its capacity to meet its own teacher and principal supply needs and export teachers to other states. MI feels it needs few alternatives but has authorized several new routes for teachers but not for principals. MI is tracking existing and potential shortages, given likely retirements. Kellogg has agreed to fund new math and science teacher fellowships at \$30,000 per teacher per year which is a future strength. One good idea advanced is a Turnaround Academy for inner city principals although more might be included about the curriculum, sponsorship and duration of programs. One weakness may be the reluctance of Michigan to search for stronger programs to teach English to immigrants.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	39
(i) Measuring student growth	5	4
(ii) Developing evaluation systems	15	10
(iii) Conducting annual evaluations	10	5
(iv) Using evaluations to inform key decisions	28	20
<p>(D)(2) Reviewer Comments: MI has readily agreed to annual evaluations, although unionized teachers may well challenge their use for ineffective teacher dismissals. The state wisely proposes multiple measures for teacher evaluations and could more clearly specify what these might be, such as other tests, exhibitions, portfolios, lab projects, and other data. MI is not very specific on how stakeholders might develop evaluations of</p>		

principals and how D4SS will achieve that objective. There are some good ideas about using school instructional audits, teacher coaches, and state authorized CEUs. There needs to be an explanation of what students will be tested in high mobility schools. Existing principals and central office staff asked to be "grandfathered", which might slow down implementation of reforms if less effective administrators remain in the Michigan system for another ten to twenty years. The commitment to school effectiveness must be universal. Reviews are already employed to replace principals and to close schools including ineffective charters.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	16
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	10
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	6
<p>(D)(3) Reviewer Comments: MI is relying on the generous Kellogg fellowships to supply new math and science teachers which is a clear strength. A possible weakness is the absence of a comparable program for English and ELL teachers, although these are generally available in larger numbers. If such programs are available, including for Special Education professionals, they should be cited and described. A Turnaround Academy for city principals appears as a strength and may be essential to turning around low performing schools. It is not clear that these measures will be enough to address all low performing schools. Teachers and principals may need the added incentives of signing bonuses, extra pay for difficult assignments, longer days and school years. If Teach for America and the New Teacher Project might bring in high achieving teachers to low performing schools, these opportunities might be identified.</p>		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	10
<p>(D)(4) Reviewer Comments: Michigan has decided to require external accreditations from NCATE or TEAC but these reviews are staggered over time (five to ten years). A state itself can require employer surveys, match pupil achievement with teacher performance more quickly and effectively. University and alternative teacher preparation sources can be strengthened by longer internships, attention to behavior management, parent communication, literacy challenges, and the integration of special education pupils. . The use of teacher exam pass scores only partially predicts classroom effectiveness. Michigan might want to weed out the less effective teacher and principal preparation programs and providers as other states have begun to do using school achievement data and alumni surveys to identify the sources of the less effective teachers and principals.</p>		
(D)(5) Providing effective support to teachers and principals	20	12
<p>(D)(5) Reviewer Comments: This is an area where the state is not fully ready, but promises to develop "criteria", refashion state CEU criteria, rely on web tools and Learning Communities, all of which need further definition. There may be a stronger role in professional development defined for Michigan universities, the arts and science faculties and management schools as well as schools of education, but these are not mentioned. MI needs to specify more what the Intermediate School Districts/regional services agencies might do to support teachers and principals.</p>		
Total	138	92

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10

(E)(1) Reviewer Comments: Michigan has the legal authority to intervene in school districts and to close ineffective schools including charters for instructional and financial shortcomings. Michigan's strength is twenty years of solid experience closing unsatisfactory schools, replacing principals, and bring in vendors from other states. The intense involvement in Detroit schools, and also Pontiac, demonstrates strong state leadership, resolve and considerable effectiveness.		
(E)(2) Turning around the lowest-achieving schools	40	35
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	30
(E)(2) Reviewer Comments: Michigan has used existing data to audit, inform and assist low achieving schools. More than most states, Michigan has brought in other vendors and school managers, and supported dozens of charter schools. Not all have worked, but Michigan is way above average in trying new school reforms and approaches to school improvement. Michigan has lifted 282 schools off the low performing school list, closed many others, and replaced less than effective principals. Michigan needs to describe more fully how many principals will attend the Turnaround Academies and what will be done to upgrade existing principal preparation programs to prepare better new school leaders that can work with teachers and others to raise pupil achievement levels over time.		
Total	50	45

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
(F)(1) Reviewer Comments: Michigan's industrial tax base has suffered major losses, but the state has sustained major support for public education with strong backing from labor unions. While other states have been compelled to cut local school aid, Michigan continues to spend almost half the state budget on schools and has sustained those levels of support in recent years. Prospects for additional state aid are bleak for the next few years.		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	33
(F)(2) Reviewer Comments: Michigan was a very early champion for charter schools. The state has authorized dozens, screens new charter applicants rigorously, and has closed 26 charters for academic and/or financial shortcomings. Charter schools may float bonds for facilities, a major factor showing strong state support. Michigan proposes creating six new technical high schools, and is developing ten Promise Zones with extra pupil and family services in high poverty neighborhoods which could promote learning and staying in school. The proposal might include lessons learned from the Harlem Children's Zones or other sources and other states.		
(F)(3) Demonstrating other significant reform conditions	5	4
(F)(3) Reviewer Comments: MI is committed to developing new modes of expanding college access and family health to support pupils and learning. More could be mentioned to identify ways to increase the high school graduation		

rates by 5% including the use of early college or dual enrollment programs, relying on the very strong network of Michigan community colleges.

Total	55	47
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Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15

Competitive Reviewer Comments:

Michigan has created a network of 33 regional math and science centers which blanket the state. They have accepted dozens of new science and math teacher fellowships, funded by Kellogg, to increase the supply. Michigan aggressively developed STEM career preparation and encouragement programs for young women, partnering with the Girl Scouts. Robotics is one of several magnet programs showing commitment. Michigan strongly emphasizes STEM.

Total	15	15
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes

Absolute Reviewer Comments:

MI is committed on all four core reforms. The state every two years has raised educational standards and pledges to do so again in 2010 by adopting the Common Core. The legislature authorized a State School Reform Officer, a new deputy state superintendent to help coordinate the complex new educational reforms, concentrating on the 15 LEAS with the highest poverty levels and lowest scores. The state is committed to raising the high school graduation rate to 80% which would match the other top states in 2010, and to increase the numbers of highly effective teachers and principals. Although the work on modernizing the needed data systems is almost complete, the state is committed to organizing the data to align with higher education requirements. There are impressive new resources for improving math and science teacher training, but not enough detail on how principals will be better trained other than through a Turnaround Academy. The task of improving dozens of low performing schools will need more help from universities (professional development programs) and from community colleges (early college programs) than have been identified in this proposal.

Total		0
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Grand Total	500	373
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Race to the Top

Technical Review Form - Tier 1

Michigan Application #3600-MI-2



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	42
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	9
<p>(A)(1) Reviewer Comments: (i) Goals were not clearly presented as a unified whole, and, even though laudable projects and initiatives were listed and, in some cases, described, the specific processes to be used for attaining these goals were not presented as a cohesive package. Connections among goals warranted additional explanation as to potential outcomes following implementation. The big picture for improving student achievement and the numerous mechanisms for doing so were articulated, but specific processes for attaining these goals were often not tied directly to the state's myriad initiatives. (ii) Total participation among districts was 89.6%; 10.4% of districts, or 88 of the 756 districts are not planning to participate. Participation is highest for "towns"--92a.3%--followed by "big cities"--91.3%. Twelve of the 125 districts identified as "cities" are not participating even though Michigan's lowest-performing schools are frequently urban schools. (iii) The connections among the myriad initiatives discussed did not translate clearly into broad statewide impact. At times the connections had to be inferred.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	19
(i) Ensuring the capacity to implement	20	14,
(ii) Using broad stakeholder support	10	5
<p>(A)(2) Reviewer Comments: (i) Resources are being targeted in areas of most need, such as implementing a statewide data collection system and adding resources for enhanced educator preparation programs and relevant data-based professional development programs. Increased capacity in these areas, in particular, is necessary for the overall plan to be most successful. (ii) Evidence is provided to describe stakeholder support. However, the relatively low level of support from teachers' unions weakens this section.</p>		
(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	21
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	17
<p>(A)(3) Reviewer Comments: (i) Evidence is provided to support the various initiatives being implemented to enhance student performance, especially in the STEM areas. Especially given the current state of the economy in Michigan, it is critical that students become more prepared in the STEM subjects. (ii) Data support the</p>		

increase of student performance and closing the performance gap; however, NAEP data were not addressed.

Total	125	82
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B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments:</p> <p>(i)The state is committed to participation in both the Common Core College and Career Readiness Standards and Common Core K-12 Standards. By participating in both initiatives, this will help ensure that a well thought-out plan that addresses multiple perspectives is put in place in Michigan. (ii) Additionally, Michigan has developed a process and timeline for the adoption of these standards. To support student success on attaining these standards, the State will develop instructional support materials and pertinent professional development materials and incorporate these tools as integral parts of this initiative. Additionally, Michigan is increasing its requirements for earning a Michigan high school diploma, based on its active participation in the aforementioned standards movements.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments:</p> <p>Michigan's interest in working with the consortia outlined in its application to obtain "the best of all worlds" is to be commended. Additionally, Michigan's Office of Educational Assessment and Accountability has developed a new item development and item banking system and fully staffed several important units in the assessment office provide evidence of its commitment to develop and implement assessments of the highest quality.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	20
<p>(B)(3) Reviewer Comments:</p> <p>Michigan's focus on good instruction linked to professional development, and iterative formative and summative assessments through its Responsive Instructional Support System (RISS) presents an interconnected approach to education reform designed to maximize student success.</p>		
Total	70	70

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	10
<p>(C)(1) Reviewer Comments:</p> <p>Michigan is prioritizing the addition of its data elements in a logical sequence, focusing on those elements most needed, especially to ensure success in RTTT. However, it is critical that the state implement a system for linking student and teacher data as soon as possible so that the underlying tenets of RTTT can be met.</p>		
(C)(2) Accessing and using State data	5	4

(C)(2) Reviewer Comments: When fully operational, this system will be very useful to both state officials and individuals at the regional and local levels, who will be able to store and analyze information from state assessments, as well as those from interim, benchmark, and local formative assessments.		
(C)(3) Using data to improve instruction	18	14
(C)(3) Reviewer Comments: Real-time access to student performance data at the local level enhances the efficiency of using data to improve instruction by providing a common data warehouse. This data warehouse will allow sharing local assessments across districts and facilitating the use of student growth information to improve instruction. As a result of real-time access to these data, educators will be able to incorporate this information into their daily instructional planning. The plan overall is cohesive and should lead to enhanced data-driven instruction. For this data system to be both useful and successful, it is critical that all LEAs and charter schools agree to participate in the Regional Data Initiative. To date 97.5% of LEAs and only 45% of charter schools have signed on. Thus, additional steps need to be taken to increase participation of charter schools in this initiative.		
Total	47	28

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	13
(D)(1) Reviewer Comments: Michigan has designed a multi-faceted program for providing pathways for entry into teaching, especially in the areas of mathematics and science, and varied and efficient pathways for prospective principals, which are greatly needed in this state. A variety of creative approaches provides evidence that these pathways do not reflect a "one size fits all" model. Additionally, Michigan proposes instituting a system to monitor shortage areas and to create an accountability process for programs for alternative route principals, central office administrators, and teachers. Since these are new initiatives, the evidence needed for (D)(1)(ii) has not been provided.		
(D)(2) Improving teacher and principal effectiveness based on performance	58	39
(i) Measuring student growth	5	1
(ii) Developing evaluation systems	15	15
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	13
(D)(2) Reviewer Comments: (i) Rudimentary plans are in place for the development of a longitudinal data system, but the data system will not be operational until 2012 and growth will be measured only for those students present for the entire period. This criterion will eliminate significant numbers of students from the denominator in areas of high mobility. Clarification is needed. (ii) Legislation was recently passed to create evaluation systems for principals and teachers. Preliminary plans are underway, and the elements to be addressed were included in the RTTT application. Standards which districts are expected to address are listed in the application. (iii) Michigan has in place a state data portal to facilitate the efficient conduct of annual evaluations and has expanded its coaching/mentoring professional development program. (iv) The system for making data-driven decisions was efficient; however, plans		

for using evaluations to inform key decisions should be escalated so that all educators are evaluated and are held to a common standard.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	17
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	15
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2
(D)(3) Reviewer Comments: (i) Effective teachers in high-poverty and high-minority/high-poverty schools will develop a curricula for other teachers in these schools and will mentor their peers in these schools. (ii) Page 120 of the application displays a chart with very low expectations (targets) for the placement of highly effective teachers and principals in high-poverty/high-minority schools. More information is needed.		
(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	7
(D)(4) Reviewer Comments: Data will not be available until 2012, but plans are underway.		
(D)(5) Providing effective support to teachers and principals	20	20
(D)(5) Reviewer Comments: One initiative that is very likely needed and will be provided in Michigan is intensive training in assessment literacy, the types/uses of various types of assessments. Additionally, professional learning communities will be developed.		
Total	138	96

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
(E)(1) Reviewer Comments: The State Superintendent of Public Instruction, as well as state statute, give far-reaching authority to intervene in the lowest performing schools and local education agencies needing improvement or which are in corrective action. Specific actions are described, such as providing technical assistance, replacement of the school administrator, giving parents school choice, or closing the school. Additional legislation, such as placing low-performing schools under the supervision of the State Reform Officer will strengthen Michigan's authority to correct low performing entities. Likewise, low-performing charter schools can have their authorizing privileges revoked. Michigan's initial focus will be on the Detroit Public Schools and 15 other LEAs. Michigan plans to focus on providing vendor assistance to these schools and strengthening its availability of qualified principals. The fact that 282 schools have come off of the list of schools needing improvement, corrective action, or restructuring supports that the legislation and other initiatives referenced in this section are having a positive impact on school performance.		
(E)(2) Turning around the lowest-achieving schools	40	26
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	21
(E)(2) Reviewer Comments: (i)As background information, Michigan has for many years used data from its long-standing state assesment program. A process will continue to be in place to identify the lowest performing schools.		

(ii) The State has strengthened its legislation to support initiatives targeted at the lowest-achieving schools, and with the implementation of a statewide database that can track student performance over time, and link students to teachers, and teachers to their preparation programs, a plan is now underway to turn around the lowest-performing schools.

Total	50	36
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F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
(F)(1) Reviewer Comments: (i)The percentage of revenues used to support public education grew 2.5% from 2008 to 2009. (ii) Sufficient evidence was presented to support that equitable funding of high-needs LEAs and schools.		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	34
(F)(2) Reviewer Comments: (i)Michigan has a 15-year history of support for charter schools, and appears to be very selective about the charter schools approved, as evidenced on p. 155 of its application. Various types of charter schools are operational and are designed to meet the learning needs of many types of students. (ii) Michigan has statutes and procedures for monitoring and reauthorizing charter schools. (iii)Funding is equitable compared to that of traditional public schools.		
(F)(3) Demonstrating other significant reform conditions	5	5
(F)(3) Reviewer Comments: Michigan has other state initiatives in: health and safety,exemplified in the funding of 80 school-based health centers; early childhood, exemplified by its adoption of Early Childhood Standards for Prekindergarten through Second Grade and other laudable initiatives.		
Total	55	49

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: There is a very great emphasis on STEM, and that theme can be found as a top priority in each of the pertinent sections.		
Total	15	15

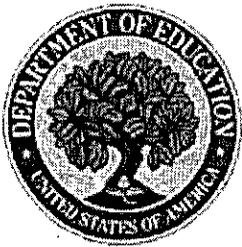
Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments:		

This application is well-intentioned. The addition of a centralized data system will open up many avenues for successes in Michigan and provide a cohesive structure for implementing a cohesive reform package that will enhance the retention of qualified educators and provide a clear path for the state to meet its goals of instructional improvement.

Total		0
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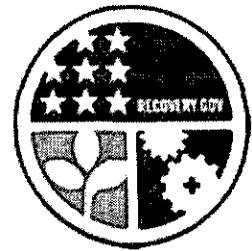
Grand Total	500	376
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Race to the Top

Technical Review Form - Tier 1

Michigan Application #3600MI-4



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	43
(i) Articulating comprehensive, coherent reform agenda	5	5
(ii) Securing LEA commitment	45	30
(iii) Translating LEA participation into statewide impact	15	8
<p>(A)(1) Reviewer Comments: Michigan, through a collaborative involving the Michigan Department of Education (MDE) the governor's office, and the Michigan Recovery Office (MRO) has set forth a comprehensive and coherent reform agenda and clearly articulated two important and ambitious goals for implementing reform in the four areas targeted to improve student outcomes statewide. Their overarching goals are (1) diversification of the state's economy and (2) doubling the graduation rate. MDE identified 12 outcomes and targeted them in their plan, Michigan Integrated Education Reform Plan (MIERP). They have established a clear and credible path to achieving these goals. (The applicant also presented a number of tables in support of their capacity to implement statewide reform). Most of the state's LEAs (89.2) agreed to participate in the reform effort and asserts almost all agreed to implement each element of reform as defined by the Race to the Top notice. Because the MOU was not included in the application it could not be adequately judged as to the extent Michigan secured LEA commitment or will translate into statewide impact. The memorandum of understanding was signed by all 756 LEA superintendents and all but two school board presidents. This leadership support is important for achieving statewide impact. Only 48 of the 608 LEA union leaders (8%) signed the MOU. There is no explanation as to why others did not sign or how the state intends to get their commitment or succeed without it. In addition, while an attachment (A1.2) provides information about the participating districts a summary of the considerable data in the narrative would shed more light on the size and type of district where the union leaders did sign the MOU.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	24
(i) Ensuring the capacity to implement	20	15
(ii) Using broad stakeholder support	10	9
<p>(A)(2) Reviewer Comments: MDE is one of six states in SISEP, a collaborative whose mission is to increase states' capacity to scale up research-based practices. Michigan proposes to break the work into projects to be led by highly qualified project managers. It is not clear if the project managers will be hired or become MDE employees. Project budgets show costs for project managers. MDE's Deputy Superintendent and Chief Academic Officer are responsible for oversight. Support for participating LEAs is provided through The Teaching for Learning Framework (TLF) that provides a resource for easy access to best practices. The state also has the authority to intervene where districts are not making sufficient implementation progress. The application provides assurances that the LEAs will have real-time access to information and receive job-embedded professional development but does not clearly</p>		

delineate responsible parties or other specifics. There is also evidence that MDE is committed to ensuring effective and efficient operations and in developing and implementing the processes and activities identified in the notice. It proposes a new office in MDE dedicated to implement Race to the Top. It will be responsible for the coordination, oversight, management, implementation, and monitoring of all initiatives and will also coordinate all professional development. How this meshes with the role of the deputy superintendent who also has responsibility for oversight needs clarification. Fund use and its relation to goals and activities are adequately addressed in the budget summaries. MDE asserts that Race to the Top's funds are viewed as a start up rather than operating resources. It acknowledges that these are tough times in a financially strapped state but asserts that the legislature will find a way to provide resources needed. There was no mention of specific activities to utilize private foundations and partnerships. In sum, there is evidence of support structures that promote capacity and a plan to add needed personnel. More evidence of capacity is needed. Letters of support include AFT but not NEA. It also has letters of support from colleges and universities, business and private sector, legislators, champions of educational issues, and other stakeholders. Stakeholder involvement in developing the plan reform effort activities was considerable.

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	17
(i) Making progress in each reform area	5	5
(ii) Improving student outcomes	25	12
(A)(3) Reviewer Comments: There is evidence that MDE has undertaken numerous reform initiatives in the four reform areas identified in the Race to the Top notice. These areas are crucial for improving student achievement. Michigan has implemented a high-quality system of standards and assessments. It has completed 10 of the 12 elements in the America Competes Act and has universities recognized for excellence in teacher preparation. There is broad authority to turn around low performing schools. Michigan provided NAEP scores in the appendix but provided no analysis or tables or graphs to support the brief narrative describing student improvement in NAEP measures. Overall Michigan's NAEP scores for 4th and 8th grade reading from 2003 to 2007 were relatively flat although grade 8 reading fell four scale points from 2003-2007. Gaps between whites and African Americans, Hispanics, and free and reduced lunch are approximately 30 scale points and relatively persistent. Scores on the Michigan assessment, MEAP, for grades 3-8 in mathematics and reading from 2005-2008 were provided. They show the same trends as NAEP although there was some growth in mathematics. Achievement gaps between the subgroups in reading proficiency parallel those of NAEP. MEAP scores indicate some progress has been made in closing the gap in mathematics. Michigan did not have a valid and reliable method for measuring graduation rates until 2007. They now use a methodology involving cohorts that promotes accuracy. But there are no data to assess its progress in graduating students. The state has initiated a number of activities to promote future data collection of graduates.		
Total	125	84

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
(B)(1) Reviewer Comments: MDE asserts that the Michigan collaborative that includes the governor's office is committed to adopting common core K-12 and Common Core College and Career Readiness Standards. Michigan		

has signed a memorandum of agreement as a member of the national consortium of states committed to the process of developing and adopting a common core of rigorous, internationally benchmarked standards in English Language Arts and mathematics that is aligned to college and work force readiness. They are in the process of adopting state standards by June 2010. There is a process in place to complete the work that includes stakeholder involvement. There is evidence of their commitment and capacity for developing and implementing high-quality standards.

(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Michigan has joined three consortia focused on developing and implementing high-quality assessments. These consortia target assessment resources, multiple options for assessment and instruction, and balanced assessments. MDE also submitted a commitment from the state superintendent to join ACHIEVE, The NGA, and CSSO.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	18
<p>(B)(3) Reviewer Comments: The Responsive Instructional Support System (RISS) will take the lead role in supporting the transition to enhanced standards and high quality assessments. Five initiatives that will be employed are specifically described. MDE also proposes use of the SISEP Center, instrumental in the development of the Michigan Implementation Network. The network provides a framework useful for applying research on implementation and scaling up. MDE proposes highest need LEAs be served first. Key partnerships are described that target increased stakeholder involvement and commitment. The goals identified represent a push to develop a broad-based outreach to educators and parents, utilize a capstone project, and enhance professional development. Five key activities, described in detail, provide substantial evidence that the plan has what it takes for successful implementation of common standards.</p>		
Total	70	68

C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	10
<p>(C)(1) Reviewer Comments: MDE has made progress in implementing a statewide data system. Michigan has completed five of the 12 America COMPETES Act elements. A brief narrative asserted Michigan has the capacity and system in place to collect, connect, and use data for the purposes identified. MDE addressed progress in the 12 elements noting that elements, 1-7 and 9-11 were proof of MDE's capacity. The application provided a chart that described completion of the elements and inferred 10 were completed. Review of the narrative revealed that five of the elements have been completed; elements four (prek-12 not prek-16), six & seven (no evidence system OEAA is connected), eight (RTTP funding), nine (December 2010), eleven (December 2010), and twelve (RTTP funding) indicates that they are in progress.</p>		
(C)(2) Accessing and using State data	5	5
<p>(C)(2) Reviewer Comments: The plan to access and use state data begins with the engagement of a diverse group of PK-12 educators tasked with addressing state education policy questions and answering them using a longitudinal data system and other evidence. Among the six explicit tasks identified is "building capacity for use." Structures and processes as well as future activities addressing training,</p>		

assessment, and level of use by districts and schools are provided. The activities provided to promote access and use data are well designed and adequately described.

(C)(3) Using data to improve instruction	18	16
<p>(C)(3) Reviewer Comments: MDE asserted that their approach through regional consortia will reach all LEAs in Michigan. In August 2009 MDE released an \$11.6 million Title II competitive grant titled "Improving Instruction through Regional Data Initiatives." As a result all of Michigan's 57 ISDs self-organized into eight consortia for rolling out five already installed analysis and reporting platforms. They were tasked to provide an interoperability framework, develop common staff development programs, and adopt a common set of definitions. Critical aspects of the framework are (1) interfacing the system, (2) the data warehouse, and (3) the local information systems. MDE's plan includes activities to promote comparability and signed assurance from each consortium. The plan to use data to improve instruction contains needed elements and appropriately addresses timelines and responsible parties. Performance measures are needed. The plan did not clarify how progress toward goals will be measured. Clarification of the nature of an ISD is also needed.</p>		
Total	47	31

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	9
<p>(D)(1) Reviewer Comments: Michigan provides pathways or alternative routes for teachers and school leaders. Because the recent statutes were not included in the application and have not yet been implemented it is not possible to determine if Michigan's alternative programs will meet the criteria defined in the Race to the Top notice. The narrative specifies that the program must be selective but it is not known to what extent approaches not connected to higher education institutions lead to certification. Existing alternative programs are tied to higher education institutions. No data were provided as to the number of teachers who have been certified by alternative means. No alternative certification programs presently are in place for school leaders. MDE works with a center to collect data to monitor, evaluate and identify areas of teacher shortage. The list of shortages is posted on the MDE website annually. The application noted that the information was included in attachment D1.1., but it was not found by the reviewer. MDE also encourages teacher preparation institutions to implement a performance score and corrective action initiative and promote transparency and accountability. Strategies that go beyond encouragement are needed. Data relevant to the extent to which corrective action has been taken in any of the state's preparation programs are needed.</p>		
(D)(2) Improving teacher and principal effectiveness based on performance	58	37
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	9
(iii) Conducting annual evaluations	10	8
(iv) Using evaluations to inform key decisions	28	17
<p>(D)(2) Reviewer Comments: The plan for measuring student growth addresses the elements in the Race to the Top definition. Activities designed to result in valid and reliable measures of student growth are provided. Linking educator/student data only for students present for the whole period may open the door to game the system. The process will be public and collaborative. Some specifics clarifying the process to promote</p>		

collaboration are needed. The plan for designing and implementing rigorous, transparent, and fair evaluation systems for teachers and principals calls for participating districts to submit plans to create an evaluation system that meets elements defined in the Race to the Top notice. It also calls for developing and accepting professional standards within 90 days. MDE proposes to use multiple measures of assessment of student growth and of teacher effectiveness levels, as well as measures other than student growth on the summative tool. While there is involvement of the LEAs the timeline limits teacher and principal involvement. The short timeline may also not provide enough time to yield quality results; MDE will be required to examine and react to more than 700 evaluation plans. The proposal also lacks specificity as to how the LEAs' evaluation systems will be used, how system quality will be judged, who is responsible for judging it, and the timelines to be employed. State statutes mandate evaluation be conducted at least annually and that feedback be provided. It is proposed that training to access and the use data be delivered through Professional Learning Communities. The elements of the evaluation needed to inform decisions are addressed in the application. MDE notes that compensation must be negotiated at the LEA level. But, it does not propose an approach to overcome failure at the bargaining table. MDE also proposes that the system for compensating, promoting, and retaining teachers and principals be used formatively for three years to allow feedback and provide the support needed to increase student achievement. This is realistic. Inclusion of activities that provide more activities to enhance rollout and implementation are needed.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	12
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	7
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	5

(D)(3) Reviewer Comments:

MDE proposes to upgrade the state data system to provide better information about teacher and principal effectiveness, particularly as it relates to student growth. MDE posits that improving professional development and initiating activities such as the identification and development of teachers to work in high poverty/high minority schools will result in more teachers who make a difference in those schools. The focus to ensure equity is on target low performing schools. Recent legislation provides MDE the authority to change staff and leadership. Performance measures indicate that progress on the percentage of teachers evaluated as effective or better is not expected until 2012-2013. That is realistic. Barriers to equitable distribution such as seniority and retention of teachers were not mentioned. Nor were state level policy reforms that might address such things as contract language flexibility. Other strategies need to be added. Things such as the use of incentives, additional compensation, and enhancing teaching and learning environments may also strengthen the effort. MDE asserts that the approaches to accountability, the use of data, and alternative certification programs previously identified plus a new law enabling retired teachers to teach in high poverty schools will produce more effective teachers for low performing schools. Additional strategies to ensure that are needed. Michigan monitors teacher shortages but its plan does not employ sufficient strategies and incentives to strengthen recruitment, compensation, teaching and learning environments, and resources.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	8
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(D)(4) Reviewer Comments:

MDE proposes to use the data system previously described in the application to identify more effective preparation programs among the institutions who prepare teachers and administrators. A "Teacher Preparation Performance Score Report" has been developed as a result of recent law. It identifies preparation programs at four levels: exemplary, satisfactory, at-risk, and low performing. The criteria for measurement include certification, pass rate efficacy of teacher candidates, and preparation in high need subjects. MDE notes that connecting student growth to teachers and the institutions at which they were prepared will be added to the performance criteria in 2012, the first year that two years of student growth data will be available. The same approach is planned for administrators. Data will be analyzed to identify high-quality and low performing preparation programs. Recognition of high

performing preparation programs has merit. But there is insufficient information as to what will occur after the programs are rated that will increase the effectiveness of the higher education institutions in preparing teachers and principals. Given the complexity and difficulty inherent in improving preparation programs a more strategic plan is needed.

(D)(5) Providing effective support to teachers and principals	20	14
<p>(D)(5) Reviewer Comments: MDE proposes to enhance support provided to teachers and principals by organizing existing professional development options. It asserts that the use of regional consortia enables them to reach all LEAs in Michigan. Enhanced professional development revolves around the work of the cross-functional professional development team described earlier in the application. It is posited that the cross functional team enables them to employ exemplary programs more effectively and reduce duplication and weak approaches. The new options include RISS and initiatives and activities related to the MDE reform plan. They provide a viable strategy for measuring, evaluating and continuously improving the effectiveness of the support. The approach and activities are appropriate. More detail is needed to clarify activities and how they will be implemented.</p>		
Total	138	80

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: New legislation provides the state superintendent the authority to intervene in the lowest five percent of schools and in LEAs. Michigan has chosen to concentrate its efforts on Detroit Public Schools and 15 other LEAs where there are high numbers of schools in the lowest five percent of the lowest achieving schools in the state. It was not clear how many schools that is or might be.</p>		
(E)(2) Turning around the lowest-achieving schools	40	33
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	28
<p>(E)(2) Reviewer Comments: The state identified 15 LEAs with schools in the lowest five percent of student achievement by following, Business Rules for Lowest 5 Percent, developed to address this need. Ranking schools in reading and mathematics and use of a growth measure over the past three years are included in the protocol. MDE provides a detailed, comprehensive, plan for turning around schools in the 15 LEAs. The approach is systematic and strong. Detroit is the other LEA identified for school improvement. It presents a significant and important challenge. There is little explanation of what that entails. More explanation about the effort to support low performing schools in Detroit is needed.</p>		
Total	50	43

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
<p>(F)(1) Reviewer Comments:</p>		

Michigan's educational expenditures, as measured by percentage of education expenditure, increased from FY 2008 (44.4%) to FY 2009 (44.5%). While this included higher education the applicant did not report data for K-12. It is assumed that the increase was equally applied. The state ensures and equitable distribution of funds among districts and schools through a funding formula that takes into account property taxable values and requires that Title 1 schools receive equitable funding.

(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	30
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(F)(2) Reviewer Comments:

Michigan currently does not have laws that prohibit or effectively inhibit increasing the number of high performing charter schools. It also does not have a cap on the number of charters. But Michigan law does limit the number of university charter schools. Michigan recently enacted legislation to encourage more districts to authorize more charters and to reward charter schools that increase student achievement. Funding for charter schools is the same as LEAs for the purpose of receiving funds. LEAs are able to operate innovative schools with waivers. University authorizers provide an avenue for many of the state's charter schools. There is no information on the number and type currently operating in the state. Applications for charters are increasing; 57 applied in 2008-2009. But 52 (91%) were denied. The limit on university charters and weaknesses in applications were cited as primary reasons for denial. Needed is information that clarifies the extent to which the university cap limits or hinders approval of charters. The state visits charters, monitors them, and closes those not operating effectively or not serving students effectively. Recent legislation closes any charter school in the lowest five percent in achievement. Michigan has closed 26 charter schools since 1998. Michigan also has provisions that promote innovative schools. In summary, information that clarified aspects of current practice and conditions was provided. More information in the areas identified through these comments is needed.

(F)(3) Demonstrating other significant reform conditions	5	5
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(F)(3) Reviewer Comments:

A number of state programs not described in the state's plan enhance reform conditions. These include coordinated school health programs: a unique breakfast program that increased breakfasts by 12 per cent, Children's Cabinet provides oversight for implementation of the cross agency policy related to children and their issues, Promise Zones expand opportunities for students to attend college, and Michigan College Access Network supports local access and helps students get into college. Michigan also has implemented a number of strong early childhood initiatives. The programs identified enhance reform conditions.

Total	55	45
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Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15

Competitive Reviewer Comments:

Michigan has a number of STEM initiatives in place and integrated activities and plans throughout the application that address three STEM components: (1) rigorous course of study, (2) STEM capable community partners to prepare and assist teachers, and (3) preparation of more students for advanced study and careers in the sciences, technology, engineering and mathematics by addressing the needs of underrepresented groups, and of women and girls.

Total	15	15
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Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: Michigan's application demonstrates the state and its LEAs are taking a systematic approach to state reform. The application comprehensively and coherently addresses each of the four education reform areas specified in the ARRA as well as the State Success Factor Criteria. The state's plans and funds target increased student achievement, closing the gap, and increasing graduation rates.		
Total		0
Grand Total	500	366



Race to the Top

Technical Review Form - Tier 1

Michigan Application #3600MI-5



A. State Success Factors

	Available	Tier 1
(A)(1) Articulating State's education reform agenda and LEA's participation in it	65	22
(i) Articulating comprehensive, coherent reform agenda	5	3
(ii) Securing LEA commitment	45	12
(iii) Translating LEA participation into statewide impact	15	7
<p>(A)(1) Reviewer Comments: The overview addresses all four areas of the reform agenda and is consistent with the specific reform plans that the state has proposed. There is not a copy of the MOU between the state and participating school districts, so it is impossible to determine whether or not the terms and conditions reflect strong commitment. The Scope of Work can be inferred from the Summary Table for (A)(1)(ii)(b). There is an impressive number of LEAs (756) participating. However, only 7.9% of the Local Teachers Union Leaders signed the MOU between the state and the participating districts. This is a very weak commitment and the prospects for success are slim without the full support of the local unions. There is a significant number of participating school districts and the impact of the proposed RttT, should the unions truly participate, could be great.</p>		
(A)(2) Building strong statewide capacity to implement, scale up, and sustain proposed plans	30	22
(i) Ensuring the capacity to implement	20	16
(ii) Using broad stakeholder support	10	6
<p>(A)(2) Reviewer Comments: The proposal describes a commitment to work teams and Michigan's involvement with the State Implementation and Scaling-Up of Evidence-based Practices Initiative should provide strong leadership and support. Likewise, the Teaching for Learning Framework website should be an effective support for districts when the website is launched. How districts will receive and use promised professional development and other structures is not fully planned. Establishment of a Race to the Top Office and especially coordinating that with the new state-created position of Deputy Superintendent/State School Reform/Redesign Officer for low performing schools should be a positive support mechanism for the lowest achieving schools. The district created for the lowest achieving schools is an innovative approach. Numerous steps have been taken to identify and align other federal funding and some state funding initiatives with RttT. The federal coordination is particularly impressive and some of the foundational support also is positive. Many stakeholders have expressed support for the application, however NEA support is lacking and the AFT support is not a full commitment. The Michigan Network of Educators has submitted a letter of support, but it is unclear what percentage of teachers are members of NEA, AFT or the Michigan Network of Educators, so the level of support of some of the most critical stakeholders - the unions - is in serious question. The process used to build support for the plan is laudable, and other than the statewide unions, the groups supporting the Michigan RttT effort is impressive.</p>		

(A)(3) Demonstrating significant progress in raising achievement and closing gaps	30	12
(i) Making progress in each reform area	5	4
(ii) Improving student outcomes	25	8
<p>(A)(3) Reviewer Comments: The proposal describes some of the changes in the four education reform areas, but the description of funding support from ARRA and other federal and state sources is weak. The ESEA data shows little improvement year over year but does show improvement in closing the gap, particularly in mathematics and in the upper grades. There is no mention of NAEP data in the narrative, but an examination of the NAEP data in the Appendices reveals virtually no growth over the past eight years in overall student achievement and no closing of the gap. Eighth grade math from 2007 to 2009 is one exception; however, that gain comes after a significant decrease from 2005 to 2007. There is not much description of specific efforts to raise achievement or decrease the gap, so there is little connection between the test data and activities. While acknowledging a change in methodology in determining graduation rates in 2007, there is no data reported on graduation rates either for the new or old methodologies. Within the last six months there has been significant activity to address the problem, whatever its size, through the "Superintendent's Dropout Challenge."</p>		
Total	125	56

B. Standards and Assessments

	Available	Tier 1
(B)(1) Developing and adopting common standards	40	40
(i) Participating in consortium developing high-quality standards	20	20
(ii) Adopting standards	20	20
<p>(B)(1) Reviewer Comments: Michigan has participated in the consortium for CCRS and CCK-12. They are on track for adoption of the standards on June 8, 2010.</p>		
(B)(2) Developing and implementing common, high-quality assessments	10	10
<p>(B)(2) Reviewer Comments: Michigan has joined a number of consortia that are committed to developing and implementing common, high-quality assessments, including SMARTER, MOSAIC, and the Balanced Assessment Consortium.</p>		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments	20	17
<p>(B)(3) Reviewer Comments: Michigan has delineated a robust set of activities to support the transition to enhanced standards and high-quality assessments, including a roll out program, alignment with college entrance requirements, development of a curriculum framework, development and dissemination of instructional materials and assessments and development and delivery of professional development. Noteworthy in the professional development area is recognition of the need for change management and making professional development available online for broader, more flexible access and use. They have assembled a solid group of partners to assist in these efforts. Coordination of all these initiatives was not addressed directly in this section, but will be crucial to success.</p>		

Total	70	67
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C. Data Systems to Support Instruction

	Available	Tier 1
(C)(1) Fully implementing a statewide longitudinal data system	24	10
(C)(1) Reviewer Comments: Michigan has five of the twelve elements of the America COMPETES Act in place, and is well on its way to completing all 12 by the end of 2010.		
(C)(2) Accessing and using State data	5	4
(C)(2) Reviewer Comments: The plan to provide access includes creating a state level research agenda and a research collaborative. There is a strong focus on various kinds of research and evaluation, much of which can be useful for key stakeholders to improve aspects of the State plan. In addition, steps will be taken to make the data system easier to use and more accessible. The plan has a strong focus on researchers, and other stakeholders may feel slighted.		
(C)(3) Using data to improve instruction	18	14
(C)(3) Reviewer Comments: Some progress on local instructional improvement systems is underway by virtue of ARRA Title II D funding that has a significant emphasis on Regional Data Initiatives (RDI). The RDIs combine state and local data "to better inform local decisions." The reliance on a regional approach in a large and diverse state such as Michigan makes sense; ensuring even and equitable access may be a challenge due to the distribution. The RDIs are partially addressing that by creating statewide interoperability and sharing common assessments. Support for the LEAs is based upon the RDIs. "LEAs will be encouraged to allocate professional development days or hours..." Encouragement may not be sufficient to accomplish the daunting task of using the systems to support continuous instructional improvement, but participating districts will be required to set aside some portion of their RttT funding to establish the use of instructional improvement systems. LEAs signed on to RDI consortia and committed to participate. The organization of the effort seems sound, but how the consortia's efforts will carry into the classroom is not clear. The research consortia envisioned in the proposal matches varied and learned partners. Each consortium will be allowed to choose its own question to research but it is unclear if these questions will be in alignment with the specific needs of the state.		
Total	47	28

D. Great Teachers and Leaders

	Available	Tier 1
(D)(1) Providing high-quality pathways for aspiring teachers and principals	21	12
(D)(1) Reviewer Comments: A new law provides for alternative pathways for both teachers and administrators. There is no description of the extent to which the programs provide instruction in meeting the needs of different types of students, nor is there a description of the support 'students' emerging from these programs will get. The new certification pathways for administrators are evident and commendable. The programs described were in place prior to the new law, and all are through Institutions of Higher Education. The commitment from the Kellogg Foundation for the Woodrow Wilson Michigan Teaching Fellowship is impressive. To monitor, evaluate and identify areas of teacher and principal shortage, the state gathers data and places it on the website. The list of shortages was not provided, but the		

proposal does cite an outside study showing little or no pipeline for math and science teachers and many of the current teachers poised for retirement. A list of shortages for administrators will be published beginning in the 2009-10 school year. MDE encourages teacher preparation institutions to prepare teachers in areas of shortage by implementing The Teacher Preparation Institution Performance Score and Corrective Action Plan (TPIP). One of the criteria awards points to institutions by preparing more teachers in shortage areas. MDE will institute an accountability instrument similar to TPIP for all programs, including alternative certification programs, to publicize which institutions are preparing teachers in high need areas. The efforts to use the data to adequately recruit and prepare teachers to actually fill these areas are weak. Terms like "Promote the portability of tenure," "Continue to use publicly reported TPIP score," and "Encourage Detroit Public schools in its communication with TFA to establish the program in Detroit" provide neither carrot nor stick.

(D)(2) Improving teacher and principal effectiveness based on performance	58	37
(i) Measuring student growth	5	3
(ii) Developing evaluation systems	15	11
(iii) Conducting annual evaluations	10	10
(iv) Using evaluations to inform key decisions	28	13

(D)(2) Reviewer Comments:

Michigan law requires evaluations as contemplated by Race to the Top for both teachers and principals and central office administrators. The proposal lays out a plan for a model of student growth and guidelines for use of the model. Design considerations built into the model seem fair, although may open the door for gaming the system. For example, one step would be "linking educator/student data only for students who were present for the whole period covered by the measure..." If this means that a student must be present in a teacher's classroom the entire year before the student's achievement could be "counted" as a part of the teacher's evaluation, it is possible, if not likely, that large numbers of students could be left out of the equation for many teachers. On the other hand, to be responsible for a student's achievement when the student has been in a teacher's class for a short period of time may not be fair to the teacher (assuming that student is low-performing). The lack of definition for 'present for the whole period covered by the measure' could negatively affect the student growth measure as well as negatively affect the impact of using the evaluations to inform key decisions. Other aspects of the planned system are solid, well thought out, and ensure the involvement of teachers, principals and administrators. By law, annual evaluations are required and the robust data system underway and envisioned should provide the type of data necessary to inform teachers, principals and administrators. In the area of using the evaluation system for compensation and tenure, the proposal plans a 3-tiered teacher licensure system, although the proposal does not say what the relationship between the evaluation system and the licensure system would be, nor does it state its possible use for compensating, promoting and retaining teachers. All compensation is negotiated at the LEA level, but participating districts will be "strongly encouraged" to provide compensation to teachers who take on additional responsibilities. As to tenure, the system provides additional information, but there is no indication or incentive to use it in this way. There is no tenure for principals or administrators. The entire evaluation system will be used formatively for the first three years and during the fourth year LEAs will start to use it for promotion, hiring, compensation, retention or termination. This use of the term 'will begin to use' is confusing, as prior parts of the proposal indicate that LEAs can, but do not have, to use it. Given the lack of union support for participation in RttT; the performance measures seem overly ambitious.

(D)(3) Ensuring equitable distribution of effective teachers and principals	25	7
(i) Ensuring equitable distribution in high-poverty or high-minority schools	15	5
(ii) Ensuring equitable distribution in hard-to-staff subjects and specialty areas	10	2

(D)(3) Reviewer Comments:

The proposal outlines clear approaches for enhancing the data system to identify and track teachers and principals of varying levels of effectiveness. It will take three years for the state to have data on distribution using effectiveness. Then, and only then, will they target efforts to ensure equitable access to highly effective teachers. This is a long time to wait to begin efforts, as the state estimates that in the baseline year of 2012-2013 one-half of the teachers and principals in high-poverty, high-minority schools are ineffective. Initial steps could be taken much sooner. For preparation efforts, the state will implement new alternative certification programs and "will continue to require" teacher preparation programs to provide preparation in cultural competence and to meet the Professional Standards for Michigan Teachers. This continuation of efforts that have not been successful in the past (if the aforementioned baseline data is at all accurate) is not sufficient to prepare a large number of highly effective teachers. Michigan's effort for principals is stronger by virtue of the Turnaround Academy. The plans for recruitment and retention also are weak. The state is counting upon the effort in the area of equitable distribution in high-poverty or high-minority schools to also attract teachers for hard to staff subjects and specialty areas. The only other plans are to the Woodrow Wilson Teaching Fellowship and the amendment of Michigan's retirement act allowing teachers in shortage areas to return without being subject to the earnings limitation cap. The only marketing of this is to send letters to LEAs and putting the information on MDE's website, both of which are insufficient to draw significant numbers of effective teachers back into the classroom.

(D)(4) Improving the effectiveness of teacher and principal preparation programs	14	9
<p>(D)(4) Reviewer Comments: The process to link the student data to teachers and principals and credentialing institutions is solid and strong. Much of the work has been completed already. The process of a self-assessment and plan for improvement for those low performing institutions coupled with the requirement to improve within two years or face possible loss of approval has teeth and should be effective. However, the proposal does not provide much in the way of expanding preparation and credentialing options and programs. All that is mentioned is to have successful programs mentor at-risk or low performing programs. That is a good strategy, but it is not an expansion of preparation and credentialing options.</p>		
(D)(5) Providing effective support to teachers and principals	20	8
<p>(D)(5) Reviewer Comments: The proposal outlines a process to organize current vetted professional development programs and putting them into an online database that will be available to all educators. In addition the state and partners will develop new professional development, much to be delivered online. There is a significant lack of detail in this section. Statements such as "Support will be provided to schools..." and "The cross-functional professional development team at MDE will work..." are in the proposal, but it is not clear how those efforts will take place. Theoretically, professional development will be available and LEAs will identify what teachers and principals need, and they will access the appropriate professional development and get better. More detail is needed on how the connection between the availability and the actual use will take place. The proposal delineates a process to establish standards for CEUs and criteria for effective professional development, but there is no information on measuring, evaluating, and continuously improving the effectiveness of the professional development.</p>		
Total	138	73

E. Turning Around the Lowest-Achieving Schools

	Available	Tier 1
(E)(1) Intervening in the lowest-achieving schools and LEAs	10	10
<p>(E)(1) Reviewer Comments: Michigan has the statutory authority to intervene in schools and LEAs and a recent law strengthens that capability.</p>		

(E)(2) Turning around the lowest-achieving schools	40	34
(i) Identifying the persistently lowest-achieving schools	5	5
(ii) Turning around the persistently lowest-achieving schools	35	29
<p>(E)(2) Reviewer Comments:</p> <p>Michigan has a clear process to identify the persistently lowest-achieving schools as well as non-Title I schools, and the state has used the system to identify schools, including four high schools that have had a graduation rate less than 60 percent. Michigan has used a variety of efforts to turnaround schools with some success, as evidenced by 40 per cent of schools in a special training program making AYP for two consecutive years. The plan for Michigan requires schools that are not improving to use one of the reform models to improve student achievement or close. The state will use a mix of Title I, IDEA, School Improvement Grants and RttT funding for these efforts. This is a strong leveraging of various funding sources. The overall plan for turning around schools includes focusing on identifying, qualifying and training vendors that will help schools and districts in the turnaround efforts. The state will monitor all aspects of the process and "work collaboratively with districts, schools, and vendors to ensure schools are on sustainable paths for improvement." In addition, the state will provide many steps in the process, such as RFPs for districts and training for vendors and will mandate some training in data for schools. The state will require districts to apply for funds for turnaround, and the application includes some specific information and requirements the should prepare districts and schools for the process. Overall, this seems to be a solid plan, albeit with a heavy reliance on vendors to provide all the support to the schools and districts. The vendors are anticipated to be ISDs/RESAs "and others." The vendors may already have a relationship with the school they are trying to turn around. This could be positive, as the vendor's prior knowledge could save time and provide insight into some problems not evident to a new-comer. It also could create problems as the vendor may have to make difficult decisions regarding relationships or programs it had supported in the past. While the state is considering monitoring and reporting requirements for vendors, special observation of prior relationships may be necessary.</p>		
Total	50	44

F. General

	Available	Tier 1
(F)(1) Making education funding a priority	10	10
<p>(F)(1) Reviewer Comments:</p> <p>The state provided a higher percentage of revenue for education in 2009, 47.15% than it did in 2008, 44.47%. The policies for state funding formulas seem to lead to equitable funding. After the operations funding formula is distributed, there is at-risk categorical funding and new funding for early childhood preschool services that targets high need districts and at risk students. The state has safeguards to ensure schools within LEAs received equitable funding.</p>		
(F)(2) Ensuring successful conditions for high-performing charter schools and other innovative schools	40	40
<p>(F)(2) Reviewer Comments:</p> <p>The proposal states that there is no set number of charter schools allowed to operate in the state. Legislation was recently passed that encouraged more ISDs and LEAs to authorize charter schools, as most are now under university authorizers. Six percent of the student population is currently enrolled in charter schools clustered in the state's urban areas, and there is no limit to the number of charter schools in the state. The state has strong regulations regarding charter school oversight, including requiring student achievement is a significant factor in making reauthorization decisions and closing charter schools. Charters have been closed for academic reasons, and state law now requires an</p>		

authorizer to revoke a charter if that school has been in the lowest performing 5 percent of public schools in the state. A funding equity gap between charters and traditional school districts was closed by the legislature in 2008 and charters receive equitable funding from state and federal sources. The state does not provide funding for facilities, but it does provide some mechanism of support for facilities through bonds. Other innovative, autonomous public schools are encouraged and operating in the state. These include schools for dropouts that are online, New Tech High Schools, two new cyberschool charters, and a program from the superintendent challenging districts to re-imagine the PK-12 system.

(F)(3) Demonstrating other significant reform conditions	5	5
(F)(3) Reviewer Comments: The state has numerous programs, some coordinated with agencies outside of education, supporting student health, especially at the early ages. Student health, including getting enough to eat, is crucial to success in school. The state lists other initiatives, some of which are in cooperation with other agencies that have responsibility for children. These are commendable efforts.		
Total	55	55

Competitive Preference Priority 2: Emphasis on STEM

	Available	Tier 1
Competitive Preference Priority 2: Emphasis on STEM	15	15
Competitive Reviewer Comments: Although Michigan did not address STEM thoroughly through out the proposal, the state has a number of significant plans that build upon efforts already underway. The current curriculum and the adoption of the Common Core Standards both support a strong math and science curriculum. Their long-standing Math and Science Centers Network provides strong support in STEM, and the state's Career and Technical Education program has programming focused on up-to-date areas that are important to Michigan's economic development. As noted elsewhere, the Woodrow Wilson Michigan Teaching Fellowship is a very positive partnership as are the many efforts in preparing more students for advanced study and careers in STEM. While not tightly linked, all these activities supporting STEM make up a strong commitment.		
Total	15	15

Absolute Priority - Comprehensive Approach to Education Reform

	Available	Tier 1
Absolute Priority - Comprehensive Approach to Education Reform		Yes
Absolute Reviewer Comments: Although there is serious concern about the lack of support from the teachers' unions and not being able to see the MOU that was signed between the participating districts and the state, this concern is not sufficient to overcome the fact that the proposal did address all four of the education reform areas. Michigan has a particularly strong effort underway in adopting standards and assessments and with charter schools.		
Total		0
Grand Total	500	338