



Michigan Association of Public School Academies | Michigan

SUMMARY

The Michigan Association of Public School Academies (MAPSA) is implementing the Teacher Excellence & Academic Milestones for Students (TEAMS) project in 20 high-need Detroit charter schools. MAPSA selected these schools because of the support they need in attracting quality teachers in critical areas and in bolstering school leader and teacher support systems to effect strong academic gains for enrolled students. Some of the schools in the project have been making academic gains in specific subject areas, but achievement still lags behind other higher performing charter schools and traditional public schools in the areas served by these schools. In fact, achievement at several of these public school academies lags significantly behind poorly performing traditional Detroit schools. The TEAMS project has as a basis a challenging performance-based compensation model that offers teachers and school leaders' incentive pay structures for meeting student academic growth targets through schoolwide measures, current classroom cohort targets, legacy targets, and opportunities for additional responsibilities and leadership roles.

State: Michigan

Location: Detroit

Award amount: \$23,046,482

TIF Cohort: 3

STEM Grantee: No

Number of districts participating:
20 Charter LEAs

Number of school campuses participating: 24

Number of teachers eligible: 641

Number of principals eligible: 24

Executive Director:

Dan Quisenberry, President MAPSA

Key program staff:

Angi Beland, Project Director

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PROGRAM GOALS AND EVALUATION

The goals of the TEAMS grant are to

- Improve student achievement
- Improve the effectiveness of educators
- Increase the recruitment and retention of highly qualified teachers
- Increase school leader competency in leading schools through performance culture and instructional leadership professional development

MAPSA was selected to be part of the Mathematica evaluation team and has provided it with teacher, student, and testing data. We are also working with contractors to use the collected data to evaluate other impacts, such as the impact of longevity on a student's growth at a specific school. MAPSA has also contracted with a third-party evaluator to assess the quality of implementation and feedback from school leaders and teachers on the impact of the grant.

REWARD STRUCTURE

The TEAMS project offers a diverse reward structure all based on effectiveness in closing the gap on student achievement. The primary rewards are performance-based incentives (PBI's). Our tier structure for PBI's is focused on rewarding those that meet or exceed student growth targets and proficiency goals, in addition to measuring mastery of research-based teaching methodology proven to affect student achievement. Other rewards include stipends for serving roles as professional learning community (PLC) leaders or teacher mentors as well as stipends to recruit and/or retain highly effective teachers. These stipends are directly tied to effectiveness ratings produced by the PBI model. In the recent past, the tier structures that determine effectiveness have been updated to create higher standards in order to ensure we are pushing teachers to a level that we see the positive correlation to student outcomes.

YEARS 1-4 HIGHLIGHTS

- Despite raising the bar for meeting student growth expectations, we have maintained a constant number of effective educators.
- We have a reported 99 percent of all educators participating in site-based PLCs. Additionally, we have 80 percent of campuses taking advantage of site-based professional development.
- We have witnessed an increase in retention rates of effective teachers as well as progressive performance outcomes in these teachers.

YEAR 5 OUTLOOK

As we move just past the halfway point in Year 5, we are optimistic of the progress we have made and the continued progress we will see this year. We continue to find key participants that are highly engaged, and feedback tells us that the PLC's that are the foundation of our program are taking shape and becoming strong within the schools. We have seen through the evidence that the theory of effective teaching is well understood, and we look to move this year further into the implementation. The focus will primarily be on using the data in a timely fashion at the classroom level to make immediate impact. We anticipate slightly higher PBI's as a result of better performance, and we expect to see our schools continue to climb into state rankings as "Reward Schools" for the progress they are making.

SUSTAINABILITY

In Year 5, we are focused on both the sustainability of the program features of the TEAMS project as well as the PBI model. The past two years, we have moved professional development to a site-based level in order to build a sustainable model that works for each autonomous school. We see this taking hold and that concepts are being altered to fit unique cultures. In terms of PBI's, treatment schools are now paying between 75 percent-100 percent of their bonus structure, depending on their performance. We continue to work with schools to continue this budgeting process to keep this program in place.

PERFORMANCE-BASED COMPENSATION

We paid out a total of \$966,558 in PBI compensation in August 2014, reflective of the work done in the 2013-14 school year.