

The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

Application Number S374A120048



Applicant Name: Education Achievement Authority of MI, MI

Reviewer Code: 13-A

**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>10</b>
<p>Comments</p> <p>The application indicates that the Education Achievement Authority (EAA) is a newly created agency established by the LEA. The EAA vision and development appear to be an extension of the LEA vision to increase student achievement. It clearly addresses instructional improvements through embracing a learner-centered paradigm of education (page e19). The applications indicates that the EAA has set up a coherent and comprehensive HCMS composed of a fair, equitable pay system that will encourage motivation and rewards excellent performance.</p> <p>Further, EAA's HCMS system is aligned with its vision of instructional improvement that all parties are committed to increase the effectiveness of all staff and the ability to effectively use the time, personal skills, capabilities, experiences, and knowledge of individual employees.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS,</p>	<b>35</b>	<b>35</b>

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<p>including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments</p> <p>As referenced in the first comment, the EAA is a newly created agency set up by the LEA to increase the number of effective educators hired within the district. Schools under this new management will have to rehire all staff, teachers, and administrators and the EAA will implement their Pay for Excellent Performance (PEP) system.</p> <p>Further, the application indicates that the range of human capital decisions for educator effectiveness is based on the PEP evaluation system. The PEP includes a value added model that includes valid tested assessment instruments and is fully sustainable based on the ability of EAA to create a fund balance that is linked to a tiered salary base (p.23). Further, the EAA and PEP collaboratively developed and implemented a human capital strategy to recruit, attract and highly effective educators.</p> <p>The feasibility of the HCM as explained in the application indicates that the applicants have experience with such model and staff will be fully trained on the PEP system.</p> <p>The commitment of the LEA's leadership to implementing the described HCMS is evident from the application's narrative. The applicant indicates that the governor, Detroit Public Schools Emergency Manages and other local and state sponsors provided letters of support of the newly proposed evaluation system.</p> <p>Lastly, the LEA's narrative on strategies and incentives as indicated in their proposed PBCS for attracting effective educators to work in high-need schools and retaining them in those schools is sufficient. The LEA's nontraditional approach is becoming more and more pervasive when schools or school district have a new governance structure (p.49). The applicant indicates that teachers who are hired will be placed in a three-tiered pay structure based on years of experience in the classroom for one year. During second year, returning teacher will be place at a level commensurate with their evaluation score. Finally, at the beginning of the year 2, all newly hired teachers will be paid at a flat rate regardless of the teacher's years of experience. This three-tiered pay structure has a very impressive salary pay scale. For example, as state in the document the LEA's PEP system will pay teachers with less than 3 years of teaching in high-need schools \$50,000, teachers that have 3 to 5 years of experiences</p>		

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<p>\$55,000 and lastly teachers of 6 years or more \$60,000. Principals pay component as indicated in the article note that administrators will be offered a \$25,000 signing bonus.</p>		
<b>TOTAL</b>	<b>45</b>	<b>45</b>

**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The application provides evidence that a high-quality evaluation rubric has been finalized. On page 6, it is noted that teachers receive ratings in three categories: student growth, instructional practice, and Empowerment or Individual Service Planning (ISP). The rubric that measures those categories include four performance levels, ranging from (4) being the highest performance to (1) being the lowest based performance (p. 32).</p>		
(2) Each participating LEA has presented (4 points)--	4	3
<p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>		
<p>Comments</p> <p>The applicant's narrative fully provides evidence that there is a clear rationale to support the level of student growth achieved in differentiating performance levels. As noted in the document, the applicant indicates that the LEA uses the SAS-EVAAS Value-Added and Growth Models- which is based on student progress on Michigan required test, chosen standardized test and teacher-generated assessments (p.24). With this particular model, the LEA explains</p>		

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that the rubric measures instructional skill based on proper observation and value-added scores that have been shown on a variety of statistical models. Student growth that is part of a teacher evaluation includes observational scores contrasted with value-added scores. The applicant uses both measures of teaching practices that are designed to correlate with measure of student learning gains. On page 33, the applicant explains that their performance pay plan provides compensation rewards for teachers, principals, and schools that increase student performance.

Lastly, the application would be strengthened by providing more documentation that the LEA's growth model is based on current research and best practices that demonstrate the rigor and comparability of assessments. The applicant states that it is based on current research by referencing the "The Michigan Council on Educator Effectiveness" (p.34). For example, this section could have been strengthened by citing current research and providing more information on their alignment of student growth model and assessments by area or grade level.

(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);

13

8

Comments

The application indicates that EAA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations. It clearly outlines persons responsible for conducting the observation and their qualification. It further explains the events to be observed, for example, instruction, assessment, teacher/learner styles, and teacher preparation (pp. 41- 47).

To ensure the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability the applicants explained that the observers will be trained in group sessions and use videotapes of teacher performance segments to discuss ratings and feedback to compare responses to EAA policy procedures and benchmarks (p.47).

Although it is evident that an evaluation system is a place for teachers, the application lacks specific details in regards to principal observations ( i.e., identification of the person's

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conducting the observations, tools and events to be observed).		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	4
<p>Comments</p> <p>It is evident that the LEA has experience in measuring student growth at the classroom level. On pages 35-40, the applicants provides extensive details outlining their Student Model/Value-Added Model pilot for measuring student growth. This model will allow educators and policymakers readily access to individual student data by providing a secure-access, drill-down reporting system.</p>		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) — (i) Bases the overall evaluation rating for teachers, in significant part, on student growth;  (ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;	6	6
<p>Comments</p> <p>It is evident that the LEA's proposed evaluation system bases the overall evaluation rating for teacher in significant part on student growth. On page 50, the applicant explains that the LEA's evaluation system compensates teachers primarily on gains in student achievement. Teacher evaluations will be made up of three components: 50% will be observation data; 35% will be a student growth and 15% will be on professional growth.</p> <p>The application clearly indicates how it will evaluate the practices of teachers of special student populations. Applicants will have raters or observers look at how teachers work with individual families, service providers and key members of the family's social support network to build plans that meet the needs of students with disabilities and English language learners (pp 27-29).</p>		
(6) In the case of principal evaluations, the proposed evaluation system (6 points)	6	6

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<p>(i) Bases the overall evaluation rating on, in significant part, student growth; and                  (ii) Evaluates, among other factors, a principal's practice in--                  (A) Focusing every teacher, and the school community generally, on student growth;                  (B) Establishing a collaborative school culture focused on continuous improvement; and                  (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>		
<p>Comments</p> <p>The applicant's narrative explaining the overall performance of the LEA's PBCS evaluating rating of EAA principals based on student growth is very detailed and informative. As noted on page 35, the applicants explain that the evaluation is made up of the design elements of student growth and professional growth. On pages 37-40, the applicants clearly provide evidence for addressing the following items: (A) Focusing every teacher, and the school community generally, on student growth; (B) Establishing a collaborative school culture focused on continuous improvement; and (C) Supporting the academic needs of special student populations. For example, in the document, the applicant documents the need for the principal to communicate to every member of the school community, including teachers, parents, and the school community at large to help them understand and accept that student growth is the primary focus of the schools. The applicant further explains that the principal's job is to create a climate of purpose for all students. It's the job of the community and agencies to partner with schools to enhance student growth across many fronts, including those students in special populations. The LEA also addresses students in special populations through the Wrap-around Process that integrates services for students in those categories (p. 55).</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>29</b></p>

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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)** We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	8	8
<p>Comments</p> <p>It is very evident that the applicant uses disaggregated information from their evaluating systems to identify the professional development needs of individual educators and schools. On page 58, the applicant states that professional development will be provided "just in time". The LEA explains that it will provide educators with an electronic portfolio that will capture their personal goals and objectives, manage their professional development activities, gain access to real-time feedback from walkthroughs and observation and collaborate in local, national, international professional learning communities. This system will provide a report and the educator will have real-time access to their progress related to each teaching standard, trend data on prior observations as well as links to on-demand professional development videos and forums, coaching opportunities and other opportunities directly linked to improving their effectiveness.</p>		
(2) Provide professional development in a timely way (2 points);	2	2
<p>Comments</p> <p>It is evident within the application that the LEA will provide professional development in a timely way. The application indicates that professional development will be provided for administrators, teachers and counselors in three areas: skills development, professional certification and professional growth. At least twice annually, all teachers will be able to</p>		

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receive training and/or retraining in skills as recommended in their performance evaluation.		
(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and	5	2
<p>Comments</p> <p>The application indicates job-embedded opportunities for educators to transfer new knowledge into instructional practice, for example, coaching. However, more details could have been provided for this section and there was no information related to job-embedded opportunities for leadership practices (p. 61).</p>		
(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).	20	20
<p>Comments</p> <p>It is evident within the application that the professional development is likely to improve instructional and leadership practices. The application indicates that the PEP project offers professional development that will improve instructional and leadership practices, and is guided by the professional development needs of individual educators. On page 62, the application indicates that professional development will be used to address leaning needs related to identify student achievement goals for those students to which teachers are assigned; aligned with individual's level of development. School principals and School Advisory Councils will generate a school-wide Professional Development Plan that increases research- and/or evidence-based professional development aligned to identified classroom-level needs for student achievement, responds to educator's level of development, and specify how the plan will be evaluated.</p>		
<b>TOTAL</b>	<b>35</b>	<b>32</b>

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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	<b>10</b>	<b>5</b>
<p>Comments</p> <p>The applicant indicates that the LEA received a letter of support from teacher and administrators as well as from the Governor. However, the application contains little evidence that there was educator involvement in the design of the PBCS and the educator evaluation systems is extensive and will continue to be extensive during the grant period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>15</b>
<p>Comments</p> <p>It is evident within the application that the EAA received letters of support; however, the sample sized appeared to be limited or small. A survey would have yielded a more concrete analysis of the support of the proposed elements of the PBCS and their educator evaluation system described in the application.</p>		
<b>TOTAL</b>	<b>35</b>	<b>20</b>

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**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>On pages 46- 47, the applicant clearly identifies and defines the roles and responsibilities of key personnel.</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>On page 47, the LEA indicates that sufficient human resources are in place to complete project tasks. As noted in the document, the fiscal responsibility on this project rests with EAA Board of Directors and the Chancellor. The applicant lists sufficient personnel to implement the PEP Project and assures that project tasks are completed. The applicant's administrative team hired a Director of the PEP Teacher Incentive Program and an administrative assistant to manage the project and complete the project tasks. PEP Director will devote 100% of his/her time to the PEP Project and allow the teachers and principals to focus on student growth (p.e64).</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant clearly indicates measurable project objects and performance measures. On pages 49, the LEA explains 4 performance measures that will improve student achievement and increase teacher and principal effectiveness.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5
<p>Comments</p> <p>The application includes an effective project evaluation plan. It includes appropriate method for judging the success of the grant. The evaluation will include both formative and summative components for each of the five years to document progress toward achievement of the primary objectives (p.50).</p>		

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<p>(5) Specifies realistic and achievable timelines for:                  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>	8	8
<p>Comments</p> <p>The application indicates a realistic and achievable timeline for implementing the components of the HCMS, PBCS and the educator evaluation system.</p> <p>Specifies realistic and achievable timelines for:                  (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).</p>		
<p>(5) Specifies realistic and achievable timelines for:                  (ii) Successfully completing project tasks and achieving objectives (4 points).</p>	4	4
<p>Comments</p> <p>The LEA indicates realistic and achievable timelines for implementing the components of the HCMS, PBCS, and educators' evaluation systems, including a proposal to phase in schools or educators. On pages 54- 55, the LEA clearly indicates project tasks and achieving objectives.</p>		
<b>TOTAL</b>	<b>30</b>	<b>30</b>

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**SELECTION CRITERION (f) Sustainability. (20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The LEA has developed a long five-year budget that commits sufficient non-TIF resources, financial and nonfinancial to support the PBCS and educator evaluation system during and after the grant period. On pages 58-59, the LEA provides a very elaborative five year projection chart with narrative to support this evidence.</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The applicant has developed a proposal that includes a five year plan. The plan indicates that the LEA will reserve as part of its annual fund balance, a total of \$12,803,994 that will be captured over a five-year period. The applicants further explain that funds received under the TIF grant allows the reserve to be built rather than used for performance pay.</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant's project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>Total Possible</b></p>	<p><b>Assigned Score</b></p>
	<p><b>20</b></p>	<p><b>0</b></p>
<p>Comments</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>0</b></p>
<p><b>GRAND TOTAL</b></p>	<p><b>220</b></p>	<p><b>176</b></p>

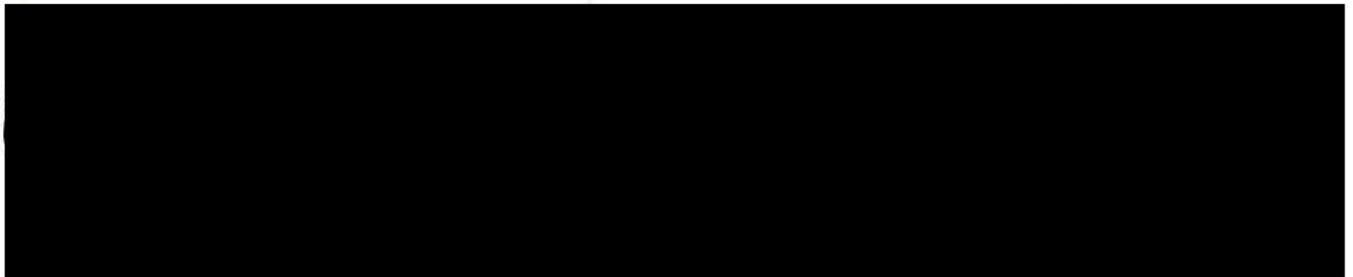
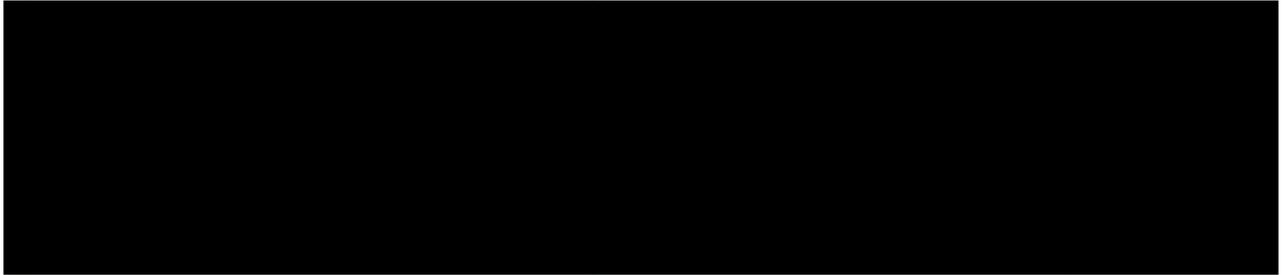
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# The General Teacher Incentive Fund (TIF) Grant Program Competition FY 2012

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Applicant Name: Education Achievement Authority of MI,

Reviewer Code: 13B

**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and	<b>10</b>	<b>7</b>
<p>Comments: The applicant has a clearly defined vision of instructional improvement. Pages e19-20The applicant identifies specific goals of instructional improvement. Pay for Excellent Performance (PEP) has been identified as a compensation structure for the Educational Achievement Authority (EAA) of Michigan. This newly created agency was set up by Michigan as a local educational agency to operate Persistently Low Performing Schools when assigned by the EAA. EAA'S HCMS system is aligned with its vision of instruction. EAA's system of instruction is based on student-centered learning designed to promote a new learning culture. It embraces a personalized, mastery-based, blend model for teaching and learning. It responds to educational experts continued call for a new instructional pedagogy in which students assume ownership for their learning under the guidance of teachers who serve as facilitators.</p>		
<p>(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--</p> <p>(i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.</p> <p>(ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;</p> <p>(iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;</p> <p>(iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and</p> <p>(v) The adequacy of the financial and nonfinancial strategies and incentives, including</p>	<b>35</b>	<b>35</b>

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<p>the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.</p>		
<p>Comments 2-</p> <p>The Educational Achievement Authority's has set up a coherent and comprehensive HCMS composed of a fair, equitable pay system that encourages motivation and rewards excellent performance. The EAA's HCMS system is aligned with its vision of instructional improvement. The EAA was set up to increase the number of effective educators in its participating schools, which are all currently designated high need schools (Persistently Low Performing School) by the state of Michigan. (Pg.e19-20)</p> <p>The applicant proposed a well developed plan for recruiting, hiring, and dismissing principals. The EAA and PEP collaborately developed and implemented a human capital strategy to recruit, attract and hire highly effective principals. The applicant identified recruiting strategies that included a mixture of networking, referrals, social media, preferred providers and residency programs. (pgs.22-23)</p> <p>The applicant clearly has identified an evaluation system that can be used to help inform human capital decisions. The applicant has shown that there is strong commitment from the administrative staff and governing board to implementing the PEP plan. The applicant has commitment from the governor, Detroit Public Schools Emergency Manager and other local and state sponsors. The applicant has a commitment to restarting the tiered educator compensation system after years of service and replacing it with one that provides higher pay for excellent teaching in high performing schools. (pg. e29)</p> <p>The applicant has identified effective strategies and incentives in the PEP system to continue to build culture and the system of their HCMS. Under the PEP program they have financial and nonfinancial strategies and incentives, that are part of the performance based compensation system (PBSC) structure capable of attracting effective educators in the assigned high need schools. (pge.30)</p>		
	<b>TOTAL</b>	<b>45</b>
		<b>42</b>

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**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	1
<p>Comments: The EAA has a high quality evaluation rubric that includes four performance levels which all EAA teachers are evaluated. The PEP rubric measures teachers' ability to teach, their knowledge of subject taught. Teachers are evaluated on four levels of teacher performance. (pg.27) However, there is no evidence of a finalized rubric for principals; it is in development.</p>		
<p>(2) Each participating LEA has presented (4 points)--</p> <p>(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and</p> <p>(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability of assessments;</p>	4	4
<p>Comments: 2-i The applicant provides a clear rationale on page e33 that supports how student growth is measured. Student growth is part of a teacher evaluation which includes observational scores, professional development in conjunction with value added scores. The weight given to student growth appears to be adequate to differentiate among educator performance levels.</p> <p>2-ii the applicant methodology is designed to support best practices for both teachers and principals. The LEA reported that research based on Michigan Council of educator Effectiveness Model, which aligns instruments with state and national standards, are reliable and valid in these setting. The MCEE Model coupled with student growth collected from state's standardized testing program and other student data couples rigor with the comparability. (pg.</p>		

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e34).		
(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);	<b>13</b>	<b>9</b>
<p>Comments: The applicant developed a comprehensive evaluation plan for teachers and principals observations. The PEP rubric was designed for with a 50% observation component. The applicant plan identifies that teachers will be observed four times annually, with two observations occurring during each semester. All observation will be unannounced. All designated observers will participate in observation training for three days. (Pg e27-28) The applicant PEP evaluation is detailed but it would have been helpful if there was a copy of the observation tool, a list of trainers, and a timeline or schedule attached. The EAA has developed a high- quality observation tool used in the PEP plan for multiple teacher and principal observations. The applicant does identify who will observe principals- the Director of Instruction- but, the applicant does not expand on the events principals will be observed or the rubric to be used for observation.</p>		
(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	<b>4</b>	<b>4</b>
<p>Comments: The applicant has shown evidence of implementation of a comprehensive evaluation system for student growth for both teachers and principals. The LEA details how the PEP system addresses student data with reliability and history. The PEP system has been developed with the attention to the statistical rigor necessary to provide precise and reliable data. (pgs. e39). The participating LEA has experience measuring student growth at the classroom level. The general assessment for grades 3-8 is the Michigan Educational Assessment Program.</p>		
(5) In the case of teacher evaluations, the proposed evaluation system (6 points) —	<b>6</b>	<b>3</b>
(i) Bases the overall evaluation rating for teachers, in significant part, on		

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<p>student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>		
<p>Comments: 5</p> <p>The applicant demonstrated in the plan that student learning growth rating is a component of the teacher evaluation. The PEP evaluation system bases the overall evaluation rating for teachers, in significant part, on student growth with a weight of 50%. PEP provides the basis for compensation using multi-faceted approach. The PEP evaluation system discriminates between proficient and unsatisfactory performance. (pg. e 49)</p> <p>The applicant has a well developed teacher evaluation plan. The EAA PEP performance evaluation system includes elements for evaluating the practice of teachers, including general education teachers and teachers of special need student populations, including students with disabilities and English Language Learners. The applicant addresses students in special education through the Wrap around Process. (pgs. e53-54)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)</p> <p>(i) Bases the overall evaluation rating on, in significant part, student growth; and</p> <p>(ii) Evaluates, among other factors, a principal's practice in--</p> <p>(A) Focusing every teacher, and the school community generally, on student growth;</p> <p>(B) Establishing a collaborative school culture focused on continuous improvement; and</p> <p>(C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p><b>6</b></p>	<p><b>6</b></p>
<p>Comments: 6i- The applicant indicates the overall performance evaluation rating of EAA principals is based on student growth. The applicant indicates that student growth is school wide as measured by the value added growth model. (pg. e53). It is made up of the design elements of successful performance-pay plans and recommendation for implementation based on student growth. School wide and individual growth as measured by the value added growth</p>		

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model. This is the most significant factor considered in rating the principal.

6ii- (A)(B)(C) The applicant also has developed a collaborative and cohesive plan for the school culture with the intent of continuous improvement. The LEA has documents the EAA's recognizes that leadership requires focusing the entire school and community on student growth. The EAA is training its school leaders to operate as a community using a team approach that works. The EAA performance evaluation system evaluates, among other factors, a principal's practice in focusing on every teacher, and school community, general, on establishing a collaborative school culture focused on continuous improvement. The LEA addresses students in special needs through integrated co-teaching some classes, special class for a part of the day, a special education teacher or other supports in other general education classes for the remainder of the day. (pgs. 55-57)

<b>TOTAL</b>	<b>35</b>	<b>27</b>
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**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	<b>8</b>	<b>8</b>

Comments: The LEA's professional development is based on personalized, on demand and job embedded professional development; in both pedagogy and content. The EAA provides teachers with an electronic portfolio which teachers use to capture their personal goals and objectives, manage their professional development activities, gain access to real time feedback from walk through and observations and collaborate in local, national and international professional learning communities. The LEA is providing "Just in Time" PD which is a virtual platform that houses each educator's professional profile. (pg. e59).The EAA PEP –PBCS system

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<p>uses disaggregated information generated by the proposed educator evaluation system to identify the professional development needs of individual educators and school. Professional development is provided for administrators in three areas of growth twice annually. (pge.60)</p>		
<p>(2) Provide professional development in a timely way (2 points);</p>	<p><b>2</b></p>	<p><b>2</b></p>
<p>Comments: The applicant proposes a well developed professional development system. The applicant provides professional development for based on data and building need. It is evident that that Just in Time Professional development will allow staff immediate access to web based technology. (pg. 59).</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p><b>5</b></p>	<p><b>5</b></p>
<p>Comments: The applicant provides professional development and has several programs in place to support staff. The EAA PEP project provides school based, job embedded opportunities for teachers and principals to transfer new know into instructional and leadership practices. Ongoing job embedded professional development will include an integrated, results driven, job embedded professional development component. The professional development program will be school based focused on instructional needs of individual student strengths and weakness of teachers. (pg. e61)</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p><b>20</b></p>	<p><b>10</b></p>
<p>Comments: The applicant has clearly identified professional development that focuses on best practices, teacher improvement and leadership development. The EAA PEP project offers professional development that will improve instructional and leadership practice, and is guided by professional development needs of individual educators as identified earlier in the plan. Professional development will be used to address learning needs related to identify student achievement goals for students to which teachers are assigned; aligned with the individual's level development. EAA will generate a system wide professional development plan that is research based and proven to increase student achievement. (pg. e62) School principals and School Advisory Councils generate a school-wide professional development plan that includes research and or evidence based professional development aligned to identify</p>		

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classroom-level needs for student achievement and responds to educators' level of development. (pge.62)		
<b>TOTAL</b>	<b>35</b>	<b>25</b>

**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	<b>10</b>	<b>10</b>
Comments: The applicant cites the Governor sought input from educators across the state after the legislative changes came about for school and educator reform. These educators included groups from teachers unions and other representing school boards and administrators. The reform process incorporated a PBCS into the effort. (pg .e 62). The applicant sites that two members on Academic Authority Board were appointed by Detroit Public Schools, two members appointed by the Eastern Michigan University and seven members appointed by the governor.		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>10</b>
Comments: The applicant cites that the PBCS and PEP model were discussed and presented to educators who applied to work on the PEP Project during the hiring process. Teachers and principals who were hired all signed letters of support which the applicant includes in the TIF proposal. (pg. e63) The applicant contains no evidence that educators support the PBCS other than their contract when they sign on to become an educator with the LEA. This is new school being formed. Teachers will not be hired unless they sign on. There is a signing bonus attached. There is a signing bonus for each staff. However, the LEA did not submit any concrete evidence to support this.		
<b>TOTAL</b>	<b>35</b>	<b>20</b>

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**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
Comments: The LEA has clearly identified the PEP project plan people based on their ability. The EAA PEP management plan has identified and defined the roles responsibilities of key personnel involved in the project. It provided information on effective project management that identifies persons who will provide administrative and management duties for its efficient and effective operations. (pg. e64)		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
Comments: The EAA management plan allocates human resources to complete PEP project task. The applicant list sufficient personnel to implement the PEP project and assurance that the task will be completed. (pg. e65)		
(3) Includes measurable project objectives and performance measures (5 points); and	5	4
Comments: The applicant proposed a plan that projected objectives and performance measures (pgs. e67-74). The plan indicates measurable project objectives and performance measures. It would have been helpful the LEA had submitted the evaluation tool that was being used.		
(4) Includes an effective project evaluation plan (5 points);	5	5
Comments: The applicant proposed a well developed evaluation plan for the professional educator's program. The plan included both quantitative and qualitative measures to determine PEP project is viable and to evaluate the project over time. (pg. e68-71)		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	8	8
Comments: The applicant indicated that the proposed professional educator's program has components that would be implemented immediately. The applicant also states, other parts		

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of the plan would not be implemented until after year two (pgs. e 72-73). The plan included a comprehensive implementation schedule.		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	4	4
Comments: The applicant submitted a reasonable timeline illustrating the phase in over time to increased student enrollment and increased educator participation over a five year period. (pgs. e72-73).		
<b>TOTAL</b>	<b>30</b>	<b>29</b>

**SELECTION CRITERION (f) Sustainability. (20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
Comments: The applicant proposes many funding sources and strategies to commit TIF and other nonfinancial means to support the PBCS including the performance based evaluation system that are viable and reasonable. Increase numbers of students attending PEP programs schools will increase funding that would follow students from another public school setting. (pg. e75)		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	5
Comments: The applicant has developed a proposal that includes a five year plan. The plan indicates that the LEA will have to dedicate funds from their annual fund balance budget in order to assure that the PEP project will be able to sustain after the TIF grant period ends, in addition to more students enrolling into the schools. (pg. e78)		
<b>TOTAL</b>	<b>20</b>	<b>15</b>

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Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)

To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe—	Total Possible	Assigned Score
(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries; (b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and © The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.	20	0
Comments:		
<b>TOTAL</b>	<b>20</b>	<b>0</b>
<b>GRAND TOTAL</b>	<b>220</b>	<b>158</b>

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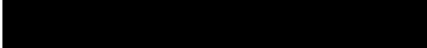
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**SELECTION CRITERION (a) Coherent and Comprehensive Human Capital Management System**

**(HCMS). (45 points)** We will consider the quality and comprehensiveness of each participating LEA's HCMS as described in the application. In determining the quality of the HCMS, as it currently exists and as the applicant proposes to modify it during the grant period, we will consider the extent to which the HCMS described in the application is--

<i>Factor/Sub-criterion</i>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Aligned with each participating LEA's clearly described vision of instructional improvement (10 points); and  Comments  The applicant's vision is comprehensive and thorough, clearly describing a model of instructional improvement based on student needs and student growth enhanced by an educator PBCS (Performance Based Compensation System) through its PEP (Pay for Excellent Performance) initiative. (p. e19). The LEA's HCMS (Human Capital Management System) describes a process for recruitment, retention, evaluation, and promotion of teachers and principals based upon the evaluation rating.	<b>10</b>	<b>10</b>
(2) Likely to increase the number of effective educators in the LEA's schools, especially in high-need schools, as demonstrated by (35 points)--  (i) The range of human capital decisions for which the applicant proposes to consider educator effectiveness – based on the educator evaluation systems described in the application.  (ii) The weight given to educator effectiveness--based on the educator evaluation systems described in the application--when human capital decisions are made;  (iii) The feasibility of the HCMS described in the application, including the extent to which the LEA has prior experience using information from the educator evaluation systems described in the application to inform human capital decisions, and applicable LEA-level policies that might inhibit or facilitate modifications needed to use educator effectiveness as a factor in human capital decisions;  (iv) The commitment of the LEA's leadership to implementing the described HCMS, including all of its component parts; and  (v) The adequacy of the financial and nonfinancial strategies and incentives, including the proposed PBCS, for attracting effective educators to work in high-need schools and retaining them in those schools.	<b>35</b>	<b>35</b>

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Comments

(2)

(i)

The applicant substantiated the full range of human capital decisions specifically focusing on the hiring of effective teachers. Educators in the identified lowest-performing schools were transferred to other locations or otherwise left the schools. Those who wanted to stay were required to re-apply for their positions. In addition the LEA actively recruited highly qualified teachers and principals from across the country. As a result the effective educators were hired to re-staff the schools.( pp e 2-3 )

(ii)

The applicant specified how educators were recruited to fill principal and teacher positions based on each candidate's evaluative history, along with how future human capital decisions for all educators will be made. The weight given to educator effectiveness in the Education Achievement of Michigan's (EAA) plan is the essence of recruiting and hiring practices since the EAA will only hire highly qualified principals and teachers who were interviewed and selected according to a recruitment plan designed in collaboration between the EAA and Harvard University Graduate School. ( pp. e 22-23 )

(iii)

The applicant gave supporting evidence that previous human capital decisions were made by the Chancellor in similar experiences. The applicant pointed out there is no real precedent set for these human capital decisions in full since the EAA effort is the first of its kind in the state. As a result there are no factors inhibiting the PEP effort since a revamping of these persistently low performing schools is inevitable, and a recruiting and hiring plan is in place for staffing all of the identified lowest performing schools. (p.e 22)

(iv)

The applicant presented strong commitment to the PEP. A commitment for success is from the Education Achievement Authority Board which oversees the system. A chancellor was hired and charged to bring the PEP PBCS (Performance Based Compensation System) plan to fruition. In addition every new staff member who either had to reapply or was recruited from across the country signed a letter of commitment upon employment agreeing with the proposed EAA plan.(p. e29-30)

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(v)		
<p>The applicant gave a description of the recruiting, compensation strategies, and incentives along with how they advertised principal and teacher positions to attract the most qualified educators to EAA. The applicant gave an indication of how the State will fund each school as student populations grow and funding dollars follow them. As a result of increased student attendance in schools that are focused on student growth and PBCS, the dollars and other intangible incentives will be sustained.( p. e30)</p>		
<b>TOTAL</b>	<b>45</b>	<b>45</b>

**SELECTION CRITERION (b) - Rigorous, Valid, and Reliable Educator Evaluation Systems. (35 points)** We will consider, for each participating LEA, the quality of the educator evaluation systems described in the application. In determining the quality of each evaluation system, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Each participating LEA has finalized a high-quality evaluation rubric, with at least three performance levels (e.g., highly effective, effective, developing, unsatisfactory), under which educators will be evaluated (2 points);	2	2
<p>Comments</p> <p>The applicant substantiates that the LEA has a finalized rubric with four performance levels ranging from Highly Effective to Unsatisfactory whereby all educators (teachers, educational staff, and principals) will be evaluated. (p. e32). All educators will be evaluated according to the same rubric, and baseline data will be established for all evaluations which will aid the LEA in planning for professional development needs for teachers and principals.</p>		
(2) Each participating LEA has presented (4 points)--	4	4
(i) A clear rationale to support its consideration of the level of student growth achieved in differentiating performance levels; and		
(ii) Evidence, such as current research and best practices, supporting the LEA's choice of student growth models and demonstrating the rigor and comparability		

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of assessments;		
<p>Comments</p> <p>(2)</p> <p>(i)</p> <p>The applicant presents a strong position on the LEA's consideration of how student growth will impact various educators' performance levels which include student growth based a two-pronged model on data reporting and evaluator observations. (p. e33). 85% of a teacher's evaluation will be based on observation and student growth, while 15% of the teacher's evaluation is professional development. Principal evaluation is based on student and professional growth. (p. 35).</p> <p>(ii)</p> <p>The applicant reported that research based on the Michigan Council of Educator Effectiveness Model, which aligns instruments with state and national standards, are reliable and valid in these settings. This MCEE Model aligned with student growth data collected from the state's standardized testing program and other student data couples rigor with the comparability of educator and student evaluations.( p. e34)</p>		
<p>(3) Each participating LEA has made substantial progress in developing a high-quality plan for multiple teacher and principal observations, including identification of the persons, by position and qualifications, who will be conducting the observations, the observation tool, the events to be observed, the accuracy of raters in using observation tools and the procedures for ensuring a high degree of inter-rater reliability (13 points);</p>	<p><b>13</b></p>	<p><b>9</b></p>
<p>Comments</p> <p>The applicant presents a clearly defined process for multiple teacher and principal evaluations based on the LEA's collaboration with Harvard University Graduate School of Education. The applicant includes professional development and training for observers. All principals will be the first line of trained observers paired with other higher level administrators to initiate and improve inter-rater reliability for teacher observations. The Director of Instruction is charged with evaluating principals, however, the principal evaluation is still in the development phase and unclear. (p. e41 )</p>		

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(4) The participating LEA has experience measuring student growth at the classroom level, and has already implemented components of the proposed educator evaluation systems (4 points);	4	2
<p>Comments</p> <p>The applicant details how the PEP system addresses student data with reliability and history. LEA administration understands that one piece of student growth data doesn't necessarily reflect true student growth. No educator's income should be based on one snapshot of student growth. Therefore the applicant points out that the PEP (Pay for Excellent Performance) system takes into consideration multiple elements to minimize error effects on student growth data including teaching practices and outcomes. (p. e39) Since the PEP Program is new, the LEA hasn't implemented components of the proposed educator evaluation system to date, but it has an effective plan to point PEP toward success.</p>		
<p>(5) In the case of teacher evaluations, the proposed evaluation system (6 points) --</p> <p>(i) Bases the overall evaluation rating for teachers, in significant part, on student growth;</p> <p>(ii) Evaluates the practice of teachers, including general education teachers and teachers of special student populations, in meeting the needs of special student populations, including students with disabilities and English learners;</p>	6	6
<p>Comments</p> <p>(5) (i) The applicant provides information to support that the evaluation of teachers is based on student growth for the most part (50%), along with other observable skills. (p. e49)</p> <p>(ii) The applicant demonstrates that teacher practice for general education and special student populations are addressed. Teachers have extensive access to data for their general education students. The LEA also addresses students in special populations through the Wrap-around Process that integrates services for students who need early intervention and services or</p>		

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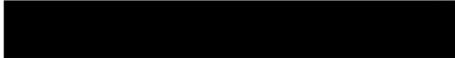
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<p>whose needs falls under special education and English as a Second Language. (p. e52)</p>		
<p>(6) In the case of principal evaluations, the proposed evaluation system (6 points)                  (i) Bases the overall evaluation rating on, in significant part, student growth; and                  (ii) Evaluates, among other factors, a principal’s practice in--                      (A) Focusing every teacher, and the school community generally, on student growth;                      (B) Establishing a collaborative school culture focused on continuous improvement; and                      (C) Supporting the academic needs of special student populations, including students with disabilities and English learners, for example, by creating systems to support successful co-teaching practices, providing resources for research-based intervention services, or similar activities.</p>	<p>6</p>	<p>4</p>
<p>Comments</p> <p>(6)</p> <p>The applicant describes that principal evaluations are based, in significant part, on school-wide and individual student growth utilizing the standardized State assessments for students in grades 3-8 and 11 in addition to Value Added growth. (p. e53 ) In addition principals are evaluated according to graduation and promotion rates in their schools, the number of students taking advanced courses, STEM initiatives, etc. (p.e54)</p> <p>The applicant documents the need for the principal to communicate to every member of the school community, including teachers, parents, and the school community at large to help them understand and accept that student growth is the primary focus of schools. The applicant points out that the principal’s job is to create a climate of purpose for all students. It’s the job of the community and agencies to partner with schools to enhance student growth across many fronts, including those students in special populations. The LEA also addresses students in special populations through the Wrap-around Process that integrates services for students those categories. (p. e55 )</p> <p>Principals are required to meet the needs of special student populations. They will be evaluated according student growth in the areas of special needs and ELL (English Language Learners)students. Principals will be required and have the flexibility to set up co-teaching services or any other situation consistent with EAA’s requirements for special services.</p>		

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<b>TOTAL</b>	<b>35</b>	<b>27</b>

**SELECTION CRITERION (c) Professional Development Systems to Support the Needs of Teachers and Principals Identified Through the Evaluation Process. (35 points)**

We will consider the extent to which each participating LEA has a high-quality plan for professional development to help all educators located in high-need schools, listed in response to Requirement 3(a), to improve their effectiveness. In determining the quality of each plan for professional development, we will consider the extent to which the plan describes how the participating LEA will--

<b>Factor/Sub-criterion</b>	<b>Total Possible</b>	<b>Assigned Score</b>
(1) Use the disaggregated information generated by the proposed educator evaluation systems to identify the professional development needs of individual educators and schools (8 points);	<b>8</b>	<b>8</b>
<p><b>Comments</b></p> <p>The applicant justifies the need for professional development based on data and the needs of the individual educator as well as providing PD (professional development) for the entire staff. The applicant is providing "Just in Time" PD which is a virtual platform that houses each educator's professional profile. This profile data can be disaggregated to pinpoint educator PD needs as well as aggregating data for an entire school staff. (p. e58) "Just in Time" is a unique opportunity for teachers and principals to acquire personalized on demand and job embedded professional development which will allow them access to immediate feedback and a real-time analysis of their position. In this way all educators will be on the cusp of their professional development needs which will ultimately impact student growth.</p>		
(2) Provide professional development in a timely way (2 points);	<b>2</b>	<b>2</b>

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<p>Comments</p> <p>The applicant provides evidence through “Just in Time” that educators will have immediate access to videos, their own profiles and data, and other resources in a virtual setting which is readily available to them. (p. e58 )</p>		
<p>(3) Provide school-based, job-embedded opportunities for educators to transfer new knowledge into instructional and leadership practices (5 points); and</p>	<p>5</p>	<p>5</p>
<p>Comments</p> <p>The applicant provides a unique opportunity for educators to transfer new knowledge into instructional practice through the virtual model which is at their fingertips.( p. 58) For example, in-class cameras which capture video teaching lessons will give teachers the opportunity to immediately review a lesson to intervene and reassess student needs.</p>		
<p>(4) Provide professional development that is likely to improve instructional and leadership practices, and is guided by the professional development needs of individual educators as identified in paragraph (c)(1) of this criterion (20 points).</p>	<p>20</p>	<p>15</p>
<p>Comments</p> <p>The applicant demonstrates that individual teachers through “Just in Time” can improve their own instruction and become leaders in certain content arenas at the touch of a finger. Educator profiles housed in “Just in Time” will guide the professional development needs of all educators. (p.e58 ) Principals will also be given “Just in Time” accounts. They too will have opportunities and support through this initiative including their role in the development of teacher leaders and other programs that provide support for district leaders. Professional development opportunities are pervasive throughout the LEA impacting all educators. There is a disconnect between the principal evaluation system and professional development at this point in time since the principals evaluation instrument is not developed at this time.</p>		
<p><b>TOTAL</b></p>	<p><b>35</b></p>	<p><b>30</b></p>

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**SELECTION CRITERION (d) Involvement of Educators. (35 points)**

We will consider the quality of educator involvement in the development and implementation of the proposed PBCS and educator evaluation systems described in the application. In determining the quality of such involvement, we will consider the extent to which--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) The application contains evidence that educator involvement in the design of the PBCS and the educator evaluation systems has been extensive and will continue to be extensive during the grant period (10 points); and	<b>10</b>	<b>5</b>
<p>Comments</p> <p>The applicant points out that the Governor sought input from educators across the State after the legislative changes came about for school and educator reform. These educators included groups from teachers unions and other representing school boards and administrators across the state. The reform process incorporated a PBCS into the effort. (p. e63) Input from educators across the state was taken into consideration in the design of the PBCS. Evidence that educators were directly involved in the design of the PBCS is unclear. The PBCS is the cornerstone of the EAA initiative hence the initiative will be extensive during the grant period.</p>		
(2) The application contains evidence that educators support the elements of the proposed PBCS and the educator evaluation systems described in the application (25 points).	<b>25</b>	<b>25</b>
<p>Comments</p> <p>The applicant documents that the PBCS and PEP model were discussed and presented to educators who applied to work on the PEP Project during the hiring process. Teachers and principals who were hired signed letters of support which the applicant describes in the TIF proposal. (p. e63 ) Educators who were hired to work in the identified high-need schools signed letters of support as a condition of their employment.</p>		
<b>TOTAL</b>	<b>35</b>	<b>30</b>

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**SELECTION CRITERION (e) Project Management. (30 points)**

We will consider the quality of the management plan of the proposed project. In determining the quality of the management plan, we will consider the extent to which the management plan--

Factor/Sub-criterion	Total Possible	Assigned Score
(1) Clearly identifies and defines the roles and responsibilities of key personnel (3 points);	3	3
<p>Comments</p> <p>The applicant lists all key personnel who have major roles and responsibilities for the PEP initiative including EAA personnel who will assist but not be full-time employees. The Chancellor's Executive Team includes professional individuals such as Dr. Rebecca Lee-Gwin, Dr. Mary Esselman, Dr. MiUndraw Prince, all professional educators who will give percentages of their time to EAA (p. e64 )</p>		
(2) Allocates sufficient human resources to complete project tasks (5 points);	5	5
<p>Comments</p> <p>The applicant lists sufficient personnel to implement the PEP Project and assure that project tasks are completed. The applicant's administrative team hired a Director of the PEP Teacher Incentive Program and an administrative assistant to manage the project and complete the project tasks. By hiring this position, other administrators or educators will not have to take away from their jobs in focusing on student growth. PEP Director will devote 100% of his/her time to the PEP Project.(p. e64 )</p>		
(3) Includes measurable project objectives and performance measures (5 points); and	5	5
<p>Comments</p> <p>The applicant provides both quantitative and qualitative measures to determine that the PEP Project is viable. (p. e68-e71) The project evaluation will include formative and summative components for a period of five years to track quality and success of the program. The LEA will collect quantitative data will be obtained through school evaluation teams' classroom observations, among other actions. Measurement and data collection is the cornerstone for determining direction and success.</p>		
(4) Includes an effective project evaluation plan (5 points);	5	5

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Comments		
The applicant provides both quantitative and qualitative measures to determine that the PEP Project is viable and to evaluate the project over time. Since the PEP Project is unprecedented the applicant and participants will measure all performance success. (p. e68-e71)		
(5) Specifies realistic and achievable timelines for: (i) Implementing the components of the HCMS, PBCS, and educator evaluation systems, including any proposal to phase in schools or educators (8 points).	<b>8</b>	<b>8</b>
Comments		
The applicant provides a timeline illustrating the phase in over time for increased student enrollment and increased educator participation from initially opening 15 schools in year one to targeting 60 new schools over a period of five years. (p.e76) The applicant cascades the PEP Plan which demonstrates an understanding of how change models work, and how changes can be made from year to year through evaluating various stages of the PEP Project. (p. e72-73 )		
(5) Specifies realistic and achievable timelines for: (ii) Successfully completing project tasks and achieving objectives (4 points).	<b>4</b>	<b>4</b>
Comments		
The timeline for completing project tasks is realistic and achievable since the LEA understands how phasing in more schools each year is built upon the experience and evaluation from previous years. The description in the application justifies its ability to complete project tasks and achieve objectives incrementally until the LEA reaches its goal.		
<b>TOTAL</b>	<b>30</b>	<b>30</b>

**SELECTION CRITERION (f) Sustainability. (20 points)**

We will consider the quality of the plan to sustain the proposed project. In determining the quality of the sustainability plan, we will consider the extent to which the sustainability plan--

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Factor/Sub-criterion	Total Possible	Assigned Score
(1) Identifies and commits sufficient non-TIF resources, financial and nonfinancial, to support the PBCS and educator evaluation systems during and after the grant period (10 points);	10	10
<p>Comments</p> <p>The applicant proposes many funding sources and strategies to commit TIF and other nonfinancial means to support the PBCS including the performance based evaluation system that are viable and reasonable. Increased numbers of students attending PEP Program schools will increase funding that would follow students from another public school setting. The applicant also lists numerous other means such as the applicant building a cash reserve based on a flat payment schedule for new educators where the applicant would not have to pay out bonus for first year educators or educator who are not proficient. (p. e75 )</p>		
(2) Is likely to be implemented and, if implemented, will result in a sustained PBCS and educator evaluation systems after the grant period ends (10 points).	10	10
<p>Comments</p> <p>The applicant points out that the LEA will set aside a cash reserve of \$12,803,994 to assure that the PEP Project will be sustained after the TIF grant period ends, in addition to more students enrolling in PEP Program schools which will bring in more per pupil state funding as the student populations grow. (p. e78 )</p>		
<b>TOTAL</b>	<b>20</b>	<b>20</b>

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**Competitive Preference Priority – An Educator Salary Structure Based on Effectiveness (Up to 20 points)**

<p>To meet this priority, an applicant must propose, as part of its PBCS, a timeline for implementing no later than in the fifth year of the grant’s project period a salary structure based on effectiveness for both teachers and principals. As part of this proposal, an applicant must describe--</p> <p>(a) The extent to which and how each LEA will use overall evaluation ratings to determine educator salaries;</p> <p>(b) How each LEA will use TIF funds to support the salary structure based on effectiveness in the high-need schools listed in response to Requirement 3(a); and</p> <p>(c) The extent to which the proposed implementation is feasible, given that implementation will depend upon stakeholder support and applicable LEA-level policies.</p>	<p><b>Total Possible</b></p>	<p><b>Assigned Score</b></p>
	<p><b>20</b></p>	<p><b>NA</b></p>
<p>Comments</p>		
<p><b>TOTAL</b></p>	<p><b>20</b></p>	<p><b>NA</b></p>
<p><b>GRAND TOTAL</b></p>	<p><b>220</b></p>	<p><b>182</b></p>

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