

**Michigan's  
Participating Local Education Agency/Intermediate School District  
Memorandum of Understanding**

This Memorandum of Understanding (MOU) is entered into by and between the Michigan Department of Education (MDE) and the \_\_\_\_\_ (participating LEA/ISD). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the MDE in its implementation of an approved Race to the Top grant project.

**I. SCOPE OF WORK**

Exhibit I, the Preliminary Scope of Work, indicates the portions of MDE's proposed reform plans (MDE Plan) the participating LEA/ISD is agreeing to implement. (Note that in order to participate and be eligible for funding, the LEA/ISD must agree to implement all portions of the MDE Plan, as applicable.)

**II. PROJECT ADMINISTRATION**

**A. PARTICIPATING LEA/ISD RESPONSIBILITIES**

In assisting the MDE in implementing the tasks and activities described in MDE's Race to the Top application, the participating LEA/ISD subgrantee will:

- 1) Implement the LEA/ISD Plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by MDE or by the U.S. Department of Education (ED);
- 3) Post to any website specified by MDE or ED, in a timely manner, all non-proprietary products and lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by MDE or ED;
- 5) Be responsive to MDE or ED requests for information including the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with MDE to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

## **B. MDE RESPONSIBILITIES**

In assisting participating LEAs/ISDs in implementing their tasks and activities described in MDE's Race to the Top application, the MDE grantee will:

- 1) Work collaboratively with and support the participating LEA/ISD in carrying out the LEA/ISD Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA's/ISD's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA/ISD Plan identified in Exhibit II;
- 3) Provide feedback on the LEA's/ISD's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

## **C. JOINT RESPONSIBILITIES**

- 1) MDE and the participating LEA/ISD will each appoint a key contact person for the Race to the Top grant;
- 2) These key contacts from MDE and the participating LEA/ISD will maintain frequent communication to facilitate cooperation under this MOU;
- 3) MDE and participating LEA/ISD grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period;
- 4) MDE and participating LEA/ISD grant personnel will negotiate in good faith to continue to achieve the overall goals of MDE's Race to the Top grant, even when the MDE Plan requires modifications that affect the participating LEA/ISD, or when the LEA/ISD Plan requires modifications.

## **D. MDE RECOURSE FOR LEA/ISD NON-PERFORMANCE**

If MDE determines that the participating LEA/ISD is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, MDE will take appropriate enforcement action, which could include a collaborative process between MDE and the participating LEA/ISD, or any of the enforcement measures that are detailed in 34 CFR section 80.43 including putting the LEA/ISD on reimbursement payment status, temporarily withholding funds, or disallowing costs.

## **III. ASSURANCES**

The participating LEA/ISD hereby certifies and represents that:

- 1) It has all requisite power and authority to execute this MOU;
- 2) It is familiar with the general scope of MDE's Race to the Top grant application and is supportive of and committed to working on all portions of the MDE Plan;
- 3) It agrees to be a participating LEA/ISD and will implement those portions of the MDE Plan indicated in Exhibit I, if the MDE application is funded;
- 4) It will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if MDE's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the participating LEA's/ISD's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures (LEA/ISD Plan) in a

manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the MDE Plan;

- 5) It will comply with all of the terms of the Grant, MDE's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99);
- 6) Nothing in the MOU shall be construed to alter or otherwise affect the rights, remedies, and procedures afforded school district employees under Federal, State, or local laws (including applicable regulations or court orders or under the terms of collective bargaining agreements, memoranda of understanding, or other agreements); and the participating LEA/ISD shall not be deemed to be in violation of this MOU, the MDE Plan, or the LEA/ISD Plan if any such rights, remedies, and procedures impair its ability to comply with the MOU, the MDE Plan, or the LEA/ISD Plan.
- 7) If any provision of the MOU impacts a mandatory subject of bargaining, the implementation of the provision shall be subject to collective bargaining as required by law if not covered by an existing collective bargaining agreement, memorandum of understanding, or other agreement.

#### **IV. MODIFICATIONS**

This MOU may be amended only by written agreement signed by each of the parties involved and in consultation with ED.

#### **V. DURATION/TERMINATION**

This MOU shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

#### **VI. THIRD PARTY BENEFICIARY**

There are no intended third party beneficiaries to this MOU except for the ED to the extent indicated in the MOU.

**VII. SIGNATURES**

**Local/Intermediate Superintendent** (or equivalent authorized signatory) – *required:*

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Signature and Date

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Print Name/Title/School District

**Local/Intermediate President of Local School Board** (or equivalent) – *required:*

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Signature/Date

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Print Name/Title/School District

**Local Teachers' Union Leader** (if applicable) – *preferred:*

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Signature/Date

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Print Name/Title/School District

**Authorized State Official** – *required:*

By its signature below, the Michigan Department of Education hereby accepts the Local Education Agency as a participating Local Education Agency.



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May 7, 2010

Michael P. Flanagan, State Superintendent of Public Instruction  
Michigan Department of Education

**EXHIBIT 1  
PRELIMINARY SCOPE OF WORK**

<b>ELEMENT OF STATE REFORM PLAN</b>	<b>STATE WILL</b>	<b>PARTICIPATING LEA/PSA/ISD (Local Education Agency/Public School Academy/Intermediate School Districts) WILL</b>	<b>LEA/PSA /ISD PARTICI-PATION</b>
<b>B. Standards and Assessments</b>			
<b>(B)(1) Developing and adopting common standards</b>			
<i>(B)(1) (i) Participation in a consortium of states to develop common standards</i>	<ul style="list-style-type: none"> <li>Participate in the Common Core Standards Initiative and plans to adopt the Common Core State Standards for mathematics and English Language Arts/Literacy.</li> </ul>		Y
<i>(B)(1) (ii) Adopting a common set of K-12 standards</i>	<ul style="list-style-type: none"> <li>Analyze alignment of Common Core Standards with Michigan’s Grade Level Content Expectations and High School Content Expectations.</li> <li>Present Common Core Standards to State Board of Education for consideration of adoption.</li> </ul>	<ul style="list-style-type: none"> <li>Review alignment analyses of Common Core Standards with Grade Level Content Expectations and High School Content Expectations.</li> </ul>	Y
<b>(B)(2) Developing and implementing common, high-quality assessments</b>			
<i>(B)(2) Developing and implementing common, high-quality assessments</i>	<ul style="list-style-type: none"> <li>Participate in SMARTER Balanced Assessment Consortium as a governing state to submit a grant application to USED to develop assessments based on the new Common Core Standards.</li> <li>Purchase commercially available, nationally recognized measures of college and career readiness to be administered by districts in grades 9 and 10.</li> <li>Provide high-quality data on student achievement to better inform instruction and practice and support increasing student achievement.</li> </ul>	<ul style="list-style-type: none"> <li>Participate as requested in the development of learning progressions, curriculum supports, and the development, review and scoring of balanced assessments from the SMARTER Balanced Assessment Consortium.</li> <li>Administer the commercially available, nationally recognized measures of college and career readiness to all students in grades 9 and 10 in accordance with vendor guidelines; participate in state pre-id process for both assessments.</li> <li>Participate in professional development for using</li> </ul>	Y

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	<ul style="list-style-type: none"> <li>• Develop and Implement common high-quality assessments for the Common Core.</li> <li>• Involve teachers in the design, development, and scoring of assessments.</li> <li>• Use technology to support assessment and learning systems.</li> <li>• Support Michigan’s new annual educator evaluations.</li> <li>• Develop and implement, with partners, summative, formative, and interim benchmark assessments for non-common core areas.</li> <li>• Convene content area, grade, and/or specialty groups to identify appropriate evidence for use in the Framework for Educator Evaluations.</li> <li>• Fund consortia of districts and higher education to develop standards and assessments in areas traditionally not assessed by statewide assessment.</li> </ul>	<p>assessment data to inform instructional interventions and supports.</p> <ul style="list-style-type: none"> <li>• Participate as requested in determining technical parameters for assessment system development.</li> <li>• Participate as requested in development of alternate assessments.</li> <li>• Participate as requested in developing evidence to be used in Framework for Educator Evaluations.</li> <li>• Participate as requested in development of assessments in non-Common Core Standards areas.</li> <li>• Participate in professional development in design and use of formative assessments and in balanced assessment.</li> <li>• Participate in regional assessment consortia.</li> </ul>	
<b>(B) (3) Supporting transition to enhanced standards and high-quality assessments</b>			
<p><i>(B) (3) Supporting transition to enhanced standards and high-quality assessments</i></p>	<ul style="list-style-type: none"> <li>• Integrate data from Statewide Longitudinal Data System and Regional Data Initiatives to inform instruction, drive practice, and target professional development.</li> <li>• Align standards to CTE programs, teacher competency tests, and teacher preparation programs, and programs administered by the department, including early childhood education programs, special education programs, and Title I programs.</li> <li>• Develop and implement the Response System to continuously improve instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Align district curricula and instructional practices with Common Core State Standards, Grade Level Content Expectations, High School Content Expectations, Michigan Merit Curriculum high school requirements and American Diploma Project benchmarks.</li> <li>• Participate in professional development to support the transition of Common Core Standards.</li> <li>• Participate in work groups to develop the teach for learning framework, instructional units and surveys.</li> <li>• Participate as requested in work groups to develop, support the transition to formative, summative and interim assessments.</li> </ul>	Y

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	<ul style="list-style-type: none"> <li>• Plan with ISDs for Regional rollouts.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in rollout sessions about Common Core Standards, curriculum alignment, assessment plans, and professional development opportunities.</li> <li>• Participate as requested on collaborative teams (district, regional, and state-wide) to support full implementation and integration of Common Core Standards throughout programs.</li> <li>• Participate as requested on teams to develop support materials and professional development modules.</li> <li>• Participate in data collection to evaluate success of Common Core State Standards adoption and implementation.</li> </ul>	
<b>C. Data Systems to Support Instruction</b>			
<p><i>(C)(1) Fully Implementing Statewide Longitudinal Data System</i></p>	<ul style="list-style-type: none"> <li>• Modify the Michigan Student Data System (MSDS) to collect links between students, teachers and courses.</li> <li>• Develop mechanisms and data structures for reporting of postsecondary transition data according to the America Competes Act.</li> <li>• Document and implement data transformations to reliably move data from data models optimized for collection to models designed for longitudinal reporting.</li> <li>• Develop and implement a longitudinal data model and reports based on the model.</li> <li>• Develop and Implement a data portal containing public and secure aspects to provide access to longitudinal data and reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide all necessary data to support statewide efforts to come into compliance with the American Recovery and Investment Act of 2009 and the America Competes Act by:             <ul style="list-style-type: none"> <li>○ Ensuring Unique Identification Code and Personal Identification Code information is added to individual student and staff records within the ISD, LEA, PSA information systems to optimize interface with the state data systems and with the Regional Data Initiatives.</li> <li>○ Providing data to the state that links each teacher to each associated student via the Michigan Student Data System.</li> <li>○ Providing student-level transcript information (Pk-12) including information on courses completed and grades earned. This will be accomplished via the e-transcript system and via student-level subject, class and grade reporting in Michigan Student Data</li> </ul> </li> </ul>	Y

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		System.	
(C) (3) (i) Using data to Improve Instruction	<ul style="list-style-type: none"> <li>• Support the Michigan Association of Public School Academies in organizing public school academies into the Regional Data Initiatives consortium to support the adoption of a common classroom-level instructional improvement system</li> <li>• Provide Title IID grant funding for the Data for Student Success project to provide ongoing access to and support for schools and educators in the use of state longitudinal data for school and instructional improvement through the 2012-2013 school years.</li> <li>• Support the Data for Student Success project's effort to expand to offer wider access to a broader set of state longitudinal data and provide interface with the Regional Data Initiatives, Comprehensive Needs Assessment, Annual Education Report, and other data driven decision making tools to improve the ease of access and use by administrators, educators, parents, and communities through the 2012-2013 school years.</li> </ul>	<ul style="list-style-type: none"> <li>• Fully participate in the Regional Data Initiatives through the 2011-2012 and 2012-2013 school years in accordance with the eight program assurances currently in place. This also includes participation in program evaluation activities.</li> <li>• Utilize state sponsored data tools, like the Data for Student Success portal to begin providing access to state assessment results as the first step in building a local culture of quality data for decision making.</li> <li>• Use Regional Data Initiatives to help identify Early Warning Sign information for dropout prevention efforts.</li> </ul>	Y
(C) (3) (ii) Professional development on use of data	<ul style="list-style-type: none"> <li>• Support the Regional Data Initiatives in providing professional development on using data for decision making.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide professional development for teachers and administrators on the access and use of data for decision making that complements activities already in place for the Regional Data Initiative and Data for Student Success rollout activities.</li> </ul>	Y

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(C) (3) (iii) Availability and accessibility of data to researchers	<ul style="list-style-type: none"> <li>• Work with Regional Data Initiatives and their post-secondary partners in using state and local data to examine problems of instructional practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Make available to research partners in each region state summative and local formative data to explore and report on areas of academic interest to improve overall student, teacher and administrator performance.</li> </ul>	Y
<b>D. Great Teachers and Leaders</b>			
<b>(D)(2) Improving teacher and principal effectiveness based on performance</b>			
(D)(2)(i) Measure student growth	<ul style="list-style-type: none"> <li>• Use the existing growth model for reading and mathematics in grades 3-8.</li> <li>• Develop growth models for any other grade levels and subjects as statewide assessments with adjacent-grade measurement are put in place.</li> <li>• Convene content/specialty associations to describe appropriate student growth measures where state-developed growth measures are not available.</li> <li>• Let requests for proposals for Intermediate School Districts and Institutions of Higher Education to collaborate on the development of assessments that can be used for creating measures of student growth.</li> </ul>	<ul style="list-style-type: none"> <li>• Comply with state law regarding providing measures of student growth to educators, including those produced by the State and those produced by other entities (including LEAs).</li> </ul>	Y
(D)(2)(ii) Design and implement evaluation systems	<ul style="list-style-type: none"> <li>• Endorse the association and union-led framework for educator evaluations.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop locally bargained evaluation systems that are compliant with state law.</li> </ul>	Y
(D)(2) (iii) Conduct annual evaluations	<ul style="list-style-type: none"> <li>• Annually convert state-produced individual growth data to preliminary educator effectiveness measures, and provide to schools and LEAs those measures for use in evaluations.</li> <li>• Annually review correlation among local</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct annual educator evaluations in a manner compliant with state law using the locally bargained systems.</li> <li>• Input annual educator evaluation outcomes into the Registry of Educational Personnel database at the end</li> </ul>	Y

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	evaluations and preliminary educator effectiveness measures as a quality control check.	of each school year.	
(D)(2) (iv)(a) Use evaluations to inform professional development	<ul style="list-style-type: none"> <li>• Build appropriate professional development into state staff performance evaluations as appropriate.</li> <li>• Assure staff follow-up via the state’s Human Resource Management System (HRMN).</li> </ul>	<ul style="list-style-type: none"> <li>• Locally negotiate the methods in which the results of evaluations will be used to inform key decisions that are compliant with state law.</li> <li>• Locally consult and decide upon appropriate professional development opportunities.</li> <li>• Incorporate the outcomes of the evaluations in decisions consistent with collective bargaining agreements that are compliant with state law.</li> </ul>	Y
(D)(2) (iv)(b) Use evaluations to inform compensation, promotion, and retention	<ul style="list-style-type: none"> <li>• Review state staff evaluations when promotions are considered.</li> <li>• Use staff evaluations to build necessary documentation should retention become an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Locally negotiate the methods in which the results of evaluations will be used to inform key decisions in a manner compliant with state law.</li> <li>• Incorporate the outcomes of the evaluations in decisions consistent with collective bargaining agreements that are compliant with state law.</li> </ul>	Y
(D)(2) (iv)(c) Use evaluations to inform tenure and/or full certification	N/A	<ul style="list-style-type: none"> <li>• Follow collective bargaining agreements and the Teachers’ Tenure Act when using the results of evaluations to inform key decisions.</li> <li>• Incorporate the outcomes of the evaluations in decisions consistent with collective bargaining agreements that are compliant with state law.</li> </ul>	Y
(D)(2) (iv)(d) Use evaluations to inform removal	<ul style="list-style-type: none"> <li>• Review state staff evaluations when promotions are considered.</li> <li>• Use staff evaluations to build necessary documentation should retention become an issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Locally negotiate the methods in which the results of evaluations will be used to inform key decisions in a manner compliant with state law.</li> <li>• Incorporate the outcomes of the evaluations in decisions consistent with collective bargaining agreements that are compliant with state law.</li> </ul>	Y

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<p>(D)(3) (i) High-poverty and/or high-minority schools</p> <p style="text-align: center;">and</p> <p>(D)(3) (ii) Hard-to-staff subjects and specialty areas</p>	<ul style="list-style-type: none"> <li>• Use data systems to identify inequities in distribution when data on effectiveness is available.</li> <li>• Work with teacher preparation institutions to prepare teachers and principals in areas of shortage.</li> <li>• Revise Teacher Preparation Institution accountability system to include traditional and alternative preparation systems to provide an incentive for Teacher Preparation programs to focus on critical shortage areas and on preparing principals to create conditions to support teachers.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop, locally negotiate as necessary, and implement practices concerning working conditions of teaching and learning that include:             <ul style="list-style-type: none"> <li>○ Teaching assignments that align with teachers’ expertise (HQT).</li> <li>○ Focused induction and professional development programs for both teachers and leaders.</li> <li>○ Supports for the development of school culture, including collegial interaction.</li> <li>○ High quality curriculum, related instructional materials, and aligned assessments that leverage the work done on the Common Core of Standards and accompanying instructional materials.</li> <li>○ Valid and reliable measures of teacher and principal performance.</li> </ul> </li> </ul>	<p>Y</p>
<p><b>D)(5) Providing Effective Support to Teachers and Principals</b></p>			
<p>(D) (5) (i) Quality professional development</p>	<ul style="list-style-type: none"> <li>• Partner with stakeholders to design and implement a responsive instructional support system.</li> <li>• Develop and train educators in the use of the Framework for Educator Evaluation, in collaboration with the unions and appropriate state associations.</li> <li>• Develop and pilot with stakeholders an Individual Professional Development Plan.</li> <li>• Develop criteria for inclusion of existing professional development programs in a state database.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in professional development for math instruction, using data to inform instruction, balanced assessment, assessment literacy, and the use of the Framework for Educator Evaluation.</li> <li>• Use the Individual Professional Development Plan.</li> <li>• Access and select professional development opportunities on the Teach for Learning website.</li> </ul>	<p>Y</p>

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<p>(D) (5) (ii) Measure effectiveness of professional development</p>	<ul style="list-style-type: none"> <li>• Update, with stakeholders state Professional Development Standards.</li> <li>• Redesign, with stakeholders, the State Board Continuing Education System (SB-CEU).</li> <li>• Remove professional development programs from the Teach for Learning website that do not demonstrate effectiveness over time.</li> <li>• Link educator evaluation and student learning data to professional development programs to assess their impact.</li> <li>• Participate in the national evaluation of Title I School Improvement initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate, as requested on work groups to update Professional Development Standards.</li> <li>• Use Professional Development Standards for developing and/or selecting professional development for teachers and leaders.</li> <li>• Implement revised State Board Continuing Education (SB-CEU) System.</li> <li>• Evaluate professional development programs to determine impact on improving instruction.</li> </ul>	<p>Y</p>
<p><b>E. Turning Around Low Performing Schools</b></p>			
<p>(E)(2) Turning Around Low Performing Schools</p>	<ul style="list-style-type: none"> <li>• Identify the persistently lowest achieving schools using the approved business rules and publish the list of schools and the business rules.</li> <li>• Open the School Improvement Grant application process and provide technical assistance to LEAs with eligible schools, streamlining the process to the greatest extent possible.</li> <li>• Support and monitor the implementation of the turnaround models in identified schools.</li> <li>• Issue a request for information/qualifications for the purpose of providing lead and support partners (external providers) to identified schools to support the implementation of the selected turnaround model.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply for School Improvement Grant funds and implement one of the four turnaround models.</li> <li>• Complete or revise the Comprehensive Needs Assessment.</li> <li>• Participate in all required activities to implement the selected turnaround model including: <ul style="list-style-type: none"> <li>○ Professional development for the use of balanced assessment and data-based decisions.</li> <li>○ Extended learning time amending collective bargaining agreements if needed.</li> <li>○ Submitting accurate data as required.</li> <li>○ Using the School Improvement Framework to ensure that the school has one, unified improvement plan.</li> </ul> </li> </ul>	<p>Y</p>

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General		<ul style="list-style-type: none"><li>• Commit to developing a strategy of transparent communication to include, at a minimum, a monthly update in public to the local Board of Education.</li></ul>	Y
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