

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

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| Partnership District | Detroit Public Safety Academy |
| Partnership Agreement | March 2018 |
| Amendment 1 | November 26, 2018 |
| Amendment 2 | |
| Amendment 3 | |



Detroit Public Safety Academy

ID Number

Partnership Agreement for Public School Academies March 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on <date> between the Michigan Department of Education (MDE), the State School Reform/ Redesign Officer (SRO), the Eastern Michigan University (EMU) and:

Detroit Public Safety Academy
1250 Rosa Parks Blvd.
Detroit, MI 48216
Isaiah Pettway, Superintendent
Kamaal Cheeks, Academy Board President
Eastern Michigan University, Authorizing Agent

(Each a "Party," collectively "the Parties").

The above-named Parties agree that upon the commencement date of this Agreement, they shall be deemed to have mutually agreed upon goals and outcomes for the Academy. The agreed upon goals and outcomes set forth in this Agreement shall be consistent with the educational goals and outcomes set forth in the Academy's charter contract, which includes all charter contract amendments, issued to the Academy by the Authorizer (collectively the "Contract"). The partnership agreement will be between the MDE and the Public School Academy board. The purposes, terms and conditions of this Agreement are as follows:

- 1) PURPOSE OF THIS AGREEMENT:** The Parties enter into this Agreement with the purpose of working collaboratively in setting -18month benchmarks and 36 month outcome goals for the Academy with the intent

to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the 18-month benchmark(s) or 36 month goal(s) set forth in this Agreement are not be met by the Academy.

Michigan Law requires the Superintendent of Public Instruction (State Superintendent) to publish a list identifying the public schools in the State that MDE has determined to be among the lowest achieving 5% of all public schools in the State. The Academy school(s) subject to this Agreement are either identified as Comprehensive Support and Improvement (CSI) Schools or are electively added to this agreement per the request of <PUBLIC SCHOOL ACADEMY BOARD>. Under Michigan Law, the SRO has the authority provided in MCL 380.1280c to address chronically failing schools to achieve superior academic performance for students at those school. The SRO is executing its statutory responsibilities defined in MCL 380.1280c by assigning the oversight of the Academy school(s) named in this agreement to the Michigan Department of Education (MDE) for the duration of this agreement, pending the Next Levels of Accountability (NLA) defined in Paragraph 20 do not require implementation as defined therein. This partnership agreement will further facilitate the achievement of that purpose, create greater stability, maintain school governance at the Academy, and avoid the threat of action by the SRO under Section 1280c.

Likewise, the Code requires that the Academy operate pursuant to the Contract issued by the Authorizer. The Code defines the Contract as the executive act taken by the Authorizer evidencing the authorization of the Academy and establishes, subject to the constitutional powers of the State Board of Education and applicable law, the written instrument executed by the Authorizer conferring certain rights, franchises, privileges, and obligations on the Academy and confirms the status of the Academy as a public school in this State. The Contracts contains specific requirements for the Academy to operate as a public school, including the educational goals and programs for the school, the curricula and methods of pupil assessment (collectively "Educational Program"). The Academy is required to implement the Educational Program identified in the Contract. The updated goals and benchmarks set forth in this contract shall be consistent with the newly identified Educational Program agreed upon in the partnership agreement. The Code provides that Authorizer is responsible for overseeing compliance by the Academy's Board of Directors with the Contract and applicable law, but this responsibility does not relieve any other government entity of its own enforcement or supervisory responsibility.

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at <school(s) name> for its/their academic improvement.

2) TERMS AND CONDITIONS: The Detroit Public Safety Academy Board of Directors retains control of the schools named in this Agreement. The Parties will provide mutually agreed upon support to the Academy to meet the benchmarks and goals defined below.

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Detroit Public Safety Academy

4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Public Safety Academy:

A) Goal 1: Academic Proficiency and Growth will increase as:

- Provide professional development on how to effectively supplement their Pearson mathematics texts and to support the tier I, standards based instruction and mathematics curriculum
- Provide professional development to ensure full implementation of EngageNY tier I, standards based instruction and English Language Arts curriculum
- Provide professional development to ensure that teachers and support staff are using NWEA data and reports to provide high quality tiered interventions
- The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 6-12 will increase by 2.5 percentage points English Language Arts and Mathematics combined benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
- Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-STEP and SAT scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement

B) Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)

- Provide ongoing professional development regarding positive behavior intervention support, alternative to suspensions and restorative practice
- Reduce chronically absent students (missing more than 10% of school days) demonstrating a downward trend.
- Downward trend of the number of students with an office disciplinary referrals

C) Goal 3: Community & Parental Involvement

- 100% of our community partners will be aligned to the strategic Partnership Agreement Plan for DPSA.

- 100% of our students and families will have the opportunity to be involved in external exposure activities provided by the academy.
 - The academy will increase the number of opportunities for parents to engage in school activities and community events.
- D) Goal 4: Staff Professional Development
- The academy will increase the number of opportunities for staff members to engage in professional development in the following areas:
 - data driven decision making
 - multi-tiered system of support
 - rigorous, engaging instruction

5) THIRTY-SIX MONTH GOALS TO BE MET BY Detroit Public Safety Academy:

- A) Goal 1: Academic Proficiency and Growth will increase as:
- Average SAT composite score will increase to 782 (See the following in the attachment section of the agreement: *Chart 1: Three-year SAT Achievement Goal/Target Chart*)
 - The average percent of students scoring proficient in District-made, grade level, standards based common assessments will increase by an average of 5 percentage points for English Language Arts and Mathematics combined on the benchmark assessments in 36 months. (See the following in the attachment section of the agreement: *Chart 2: Three-year District-made Benchmark Goal/Target Chart (English Language Arts & Mathematics)*)
 - The average percent of sixth and seventh grade students scoring proficient in English Language Arts and Mathematics combined on M-STEP will increase by 5 percentage points in 36 months. (See the following in the attachment section of the agreement: *Chart 3: Three-year M-STEP Achievement Goal/Target Chart (English Language Arts & Mathematics)*)
- B) Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)
- Reduce chronically absent students (missing more than 10% of school days) annually using 2016-17 data as a baseline demonstrating a downward trend
 - Discipline office referrals will decrease by 15%, using 2016-17 as a baseline. (See the following in the attachment section of the agreement: *Chart 4: Discipline Office Referral Percentage Targets*)
- C) Goal 3: Community & Parental Involvement
- 100% of our community partners will be aligned to the strategic Partnership Agreement Plan for DPSA.

- 100% of our students and families will have the opportunity to be involved in external exposure activities provided by the academy.
 - The academy will increase the number of opportunities for parents to engage in school activities and community events.
- D) Goal 4: Staff Professional Development
- The academy will increase the number of opportunities for staff members to engage in professional development in the following areas:
 - data driven decision making
 - multi-tiered system of support
 - rigorous, engaging instruction

Table 1: GOAL 1 (4-9)

| (4/5) 18 MONTH BENCHMARKS & 36 MONTH GOALS TO BE MET BY DETROIT PUBLIC SAFETY ACADEMY | (6) ANALYSIS OF RELEVANT DATA | (7) STRENGTHS & WEAKNESSES OF DETROIT PUBLIC SAFETY ACADEMY | (8) STRATEGIES TO MEET GOALS & BENCHMARKS | (9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS |
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| <p>18 month benchmark for Goal 1</p> <p>Academic Proficiency and Growth will increase as:</p> <ul style="list-style-type: none"> ● Provide professional development on how to effectively supplement their Pearson mathematics texts and to support the tier I, standards based instruction and mathematics curriculum ● Provide professional development to ensure full implementation of EngageNY tier I, standards based instruction and English Language Arts curriculum ● Provide professional development to ensure | <p>Analysis of state and local assessments</p> <p>Table showing the percentage of students proficient in reading and mathematics in grades 6-12 on District assessments (See Attachment B, Charts 6-7)</p> | <p>Strengths:</p> <p>Use NWEA benchmark data to tier students according to their individual learning level, all students placed in tier I, II, or III.</p> <p>Weekly PLC meetings in</p> | <p>Effectively use pacing guides to state standards ensuring that all standards are covered in a timely manner, the most important work of the grade is taught with the highest level of rigor and that</p> | <p>The Leona Group will provide professional development to all teachers regarding full implementation of the components of Mathematics instruction focusing on strategies to</p> |

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| <p>that teachers and support staff are using NWEA data and reports to provide high quality tiered interventions</p> <ul style="list-style-type: none"> • The percent proficient in Spring 2019 on District-made, grade level, standards based common assessments in grades 6-12 will increase by 2.5 percentage points English Language Arts and Mathematics combined benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data • Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-STEP and SAT scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement <p>36 month benchmark for Goal 1</p> <p>Academic Proficiency and Growth will increase as:</p> <ul style="list-style-type: none"> • Average SAT composite score will increase to 782 • The average percent of students scoring proficient in District-made, grade level, standards based common assessments will increase by an average of 5 percentage points for English Language Arts and Mathematics combined on the benchmark assessments in 36 months. • The average percent of sixth and seventh | <p>Three year trend data for the percentage of students proficient for reading and mathematics in grades 6-8 on the state assessment (See Attachment B, Charts 8-9)</p> <p>Two year trend data for the percentage of students proficient for reading and mathematics in grade 11 on the SAT (See Attachment B, Charts 10-11)</p> | <p>content area groups to discuss data from instructional learning cycles, instructional strategies, curriculum resources and to plan for instruction.</p> <p>Weaknesses:</p> <p>Using progress monitoring data to determine and execute high quality interventions for students in tier II and tier III.</p> <p>Ensuring appropriate DoK levels to ensure alignment for Common Core.</p> <p>Differentiating instruction to</p> | <p>assessments are aligned to the standards at high DoK levels.</p> <p>Continue 6-8 Reading and Math intervention daily blocks adopted during the 17-18 school year.</p> <p>Continue dedicated intervention blocks for ELA and Math for grades 9-12 based on NWEA prescriptive data.</p> <p>Intentional focus during weekly PLC meetings on individual student data based on the NWEA Benchmark , weekly</p> | <p>reach high levels of rigor in tier I instruction using the resource. Cassie</p> <p>The Leona Group will provide professional development to all teachers regarding all components of effective teaching of ELA focusing on strategies to reach high levels of rigor in tier I instruction using the resource. Dawn</p> <p>The Leona Group will provide ongoing professional development for tier II and tier III intervention strategies and execution using</p> |
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| <p>grade students scoring proficient in English Language Arts and Mathematics combined on M-STEP will increase by 5 percentage points in 36 months.</p> | | <p>meet students' individual learning needs and ensure they are reaching proficiency at all DoK levels.</p> | <p>formative assessments and progress monitoring. Focus will also include strategies to increase rigor in the classroom.</p> <p>The Leona Group will support the academy with consistent implementation of the strategies by providing intentional support, continuous communication, professional development and feedback to the leadership team.</p> | <p>NWEA benchmark and progress monitoring data to determine individual student needs. Cassie</p> <p>The Leona Group will provide professional development and support the teachers in strategies for scaffolding grade level content. School leadership team will intentionally monitor and provide feedback on weekly lesson plans about scaffolding and differentiation.</p> |
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Table 2: GOAL 2 (4-9)

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| <p>(4/5) 18 MONTH BENCHMARKS & 36 MONTH GOALS TO BE MET BY DETROIT PUBLIC SAFETY ACADEMY</p> | <p>(6) ANALYSIS</p> | <p>(7) STRENGTHS</p> | <p>(8) STRATEGIES</p> | <p>(9) PROFESSIONAL</p> |
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| | OF RELEVANT DATA | & WEAKNESSES OF DETROIT PUBLIC SAFETY ACADEMY | TO MEET GOALS & BENCHMARKS | LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS |
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| <p>18 month benchmark for Goal 2</p> <p>Goal 2: Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs) Provide ongoing professional development regarding positive behavior intervention support, alternative to suspensions and restorative practice Reduce chronically absent students (missing more than 10% of school days) demonstrating a downward trend.</p> <ul style="list-style-type: none"> Downward trend of the number of students with an office disciplinary referrals <p>36 month benchmark for Goal 2</p> <p>Student wellbeing and positive behavior will increase as shown below: (MTSS for attendance and behavior logs)</p> <ul style="list-style-type: none"> Reduce chronically absent students (missing more than 10% of school days) annually using 2016-17 data as a baseline demonstrating a downward trend. Discipline office referrals will decrease by 15%, using 2016-17 as a baseline. | <p>Office discipline referral data from the 2015-2016, 2016-2017 and 2017-18 academic school years. culture & climate Survey data</p> <p>Attendance data from 2015-2016, 2016-2017 and 2017-18 academic school years.</p> | <p>Strengths:</p> <p>School has a School Social Worker</p> <p>School has a Behavioral Interventionist</p> <p>Emerging PBIS</p> <p>School has implemented Intervention blocks that are directly tied to growth in scores.</p> <p>Weaknesses:</p> <p>Classroom Management in some classes</p> <p>New teachers with minimal</p> | <p>School has a School Social Worker that will focus on tier II and tier III students</p> <p>Behavioral Interventionists will work with students on a check in/check out process daily</p> <p>School social worker will serve as a parent liaison with a focus on improving parent engagement</p> <p>Provide ongoing professional development regarding positive</p> | <p>All staff will receive professional development on classroom management, positive behavior support strategies in the classroom as well as unstructured areas.</p> <p>Staff will review the office referral data monthly with a focus on location, frequency and type of infractions.</p> <p>Social worker will increase parent engagement opportunities.</p> |

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| | | experience | behavior support, alternative to suspensions and classroom management. | |
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Table 3: GOAL 3 (4-9)

| (4/5) 18 MONTH BENCHMARKS & 36 MONTH GOALS TO BE MET BY DETROIT PUBLIC SAFETY ACADEMY | (6) ANALYSIS OF RELEVANT DATA | (7) STRENGTHS & WEAKNESSES OF DETROIT PUBLIC SAFETY ACADEMY | (8) STRATEGIES TO MEET GOALS & BENCHMARKS | (9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS |
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| <p>18 month benchmark for Goal 3</p> <p>Community & Parental Involvement</p> <ul style="list-style-type: none"> • 100% of our community partners will be aligned to the strategic Partnership Agreement Plan for DPSA. • 100% of our students and families will have the opportunity to be involved in external exposure activities provided by the academy. • The academy will increase the number of opportunities for parents to engage in school activities and community events. <p>36 month benchmark for Goal 3</p> <p>Community & Parental Involvement</p> | <p>Parent Surveys</p> <p>Parent participation data</p> <p>Field trip information</p> <p>Family Events Data</p> | <p>Strengths:</p> <p>High Field Trip participation</p> <p>Increased Parent teacher conference participation</p> <p>Numerous events for families to attend.</p> <p>Weaknesses:</p> | <p>The Community partnership organization will meet to create common goals. They will collaborate regularly to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening impact of agencies,</p> | <p>All staff members will participate in Ruby Payne professional development</p> <p>Teachers will continue professional development on Ruby Payne.</p> |

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| <ul style="list-style-type: none"> • 100% of our community partners will be aligned to the strategic Partnership Agreement Plan for DPSA. • 100% of our students and families will have the opportunity to be involved in external exposure activities provided by the academy. • The academy will increase the number of opportunities for parents to engage in school activities and community events. | | <p>Low Community participation.</p> <p>Low attendance PTO meetings</p> <p>Implement programs that are aligned to the curriculum and instruction to provide support, guidance and strategies for parents to use with their students at home to support them in their learning.</p> | <p>organizations and partners on student academic progress.</p> <p>Implementation of family programs that are aligned to the curriculum and instruction.</p> | |
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Table 4: GOAL 4 (4-9)

| (4/5) 18 MONTH BENCHMARKS & 36 MONTH GOALS TO BE MET BY DETROIT PUBLIC SAFETY ACADEMY | (6) ANALYSIS OF RELEVANT DATA | (7) STRENGTHS & WEAKNESSES OF DETROIT PUBLIC SAFETY ACADEMY | (8) STRATEGIES TO MEET GOALS & BENCHMARKS | (9) PROFESSIONAL LEARNING NEEDED TO MEET GOALS AND/OR BENCHMARKS |
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| 18 month benchmark for Goal 4 | Analysis of staff | Strengths: | Staff will | Allow teachers |

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| <p>Staff Professional Development</p> <ul style="list-style-type: none"> • The academy will increase the number of opportunities for staff members to engage in professional development in the following areas: <ul style="list-style-type: none"> ○ data driven decision making ○ multi-tiered system of support ○ rigorous, engaging instruction <p>36 month benchmark for Goal 4</p> | <p>attendance and absenteeism rates</p> <p>Analysis of staff turnover data</p> <p>Analysis of staff culture & climate surveys</p> | <p>The small staff allows for the natural development of a close-knit community</p> <p>Small school size means that all staff members know and are acquainted with all the students</p> | <p>participate in a Commit to Fit initiative to increase overall health and wellness of all staff members.</p> <p>Participate in ongoing team building exercises to increase morale and a sense of community among all staff members</p> <p>Allow staff opportunities for group decision-making</p> <p>Create a opportunities for staff members to be celebrated throughout the year for their progress and efforts.</p> | <p>the chance to participate in conferences, e-learning courses and webinars in order to improve their teaching skills and boost their confidence</p> <p>Improve the cultural conditions within the school by bringing all staff together to create a shared vision of the kind of climate they want.</p> |
| <p>Staff Professional Development</p> <ul style="list-style-type: none"> • The academy will increase the number of opportunities for staff members to engage in professional development in the following areas: <ul style="list-style-type: none"> ○ data driven decision making ○ multi-tiered system of support ○ rigorous, engaging instruction | | <p>Staff not committed to school mission have been transitioned out of the school</p> <p>Weaknesses:</p> <p>Finding and attracting highly qualified instructors is often difficult, with school years starting without a permanent HQ</p> | | |

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| | | teacher in place | <p>Provide opportunities for teachers to collaborate with each other to discuss students and instructional strategies</p> <p>Provide high-quality induction and mentoring opportunities for new staff members</p> | |
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6) ANALYSIS OF RELEVANT DATA

- See table above for Goal 1-4

7) STRENGTHS AND WEAKNESSES OF Detroit Public Safety Academy:

- See table above for Goal 1-4

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

- See table above for Goal 1-4

9) PROFESSIONAL LEARNING NEEDED TO MEET PARTNERSHIP GOALS AND/OR BENCHMARKS:

- See table above for Goal 1-4

10) DETROIT PUBLIC SAFETY ACADEMY SCHOOL LEADER ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) At least bi-annually, the Academy's <Title of Academy School Leader> shall convene a community meeting and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C) Provide monthly updates to the Academy's educational service provider (The Leona Group) regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- D) Provide monthly updates to the Academy's instructional staff regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- E) Evaluation will adopt partnership goal.
- F) Work with state assigned liaison, Mark Eitrem, on a regular basis to continue to monitor systems and progress towards meeting established goals.

11) DETROIT PUBLIC SAFETY ACADEMY EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Employees will attend scheduled professional development sessions for additional training in English Language Arts and math standards based teaching, NWEA to support Tier II and III instruction and on backwards planning to reach high levels of rigor in Tier I instruction. Teachers will take specific items from the professional development to implement immediately. Focused monitoring by the leadership team will begin immediately.
- B) Teachers will meet in weekly PLC meetings in grade level spans to discuss data from weekly formative assessments, instructional strategies, curriculum resources and to plan for instruction. Instruction will be adjusted according to and based on PLC data digs.
- C) Employees will attend scheduled professional development sessions for positive behavior support, alternative to suspensions, classroom management and ongoing sessions on brain research on engaging students from poverty.

- D) Staff members will attend 80% of the external exposure activities provided by the academy and increase the number of opportunities for parents to engage in school activities and community events.
- E) Staff will discuss progress on Partnership Agreement goals quarterly to monitor progress.

12) EASTERN MICHIGAN UNIVERSITY ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) A Partnership Liaison from MDE will serve as primary point-of-contact for the authorizer, and for the Detroit Public Safety Academy.
- B) Work with the Superintendent to ensure the successful implementation of the Partnership Agreement.
- C) Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- D) Facilitate discussions and meetings related to the Partnership Agreement.
- E) Participate in regular quarterly check-ins with partners to discuss Partnership Agreement progress.
- F) Support district use of the Northwest Evaluation Association (NWEA) assessment with financial support and training.
- G) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- H) Attend District School Board meetings to monitor updates on the implementation of the Partnership Agreement.

13) MDE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) A Partnership Liaison will serve as primary point-of-contact for MDE.
- B) Work with the Superintendent and staff to ensure the successful implementation of the Partnership Agreement.
- C) Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- D) Identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- E) Facilitate discussions and meetings related to the Partnership Agreement.
- F) Participate in periodic check-ins with partners to discuss Partnership Agreement progress.
- G) Support and encourage district use of the online math program Algebra Nation for schools listed in the Partnership Agreement; Algebra Nation is currently financially supported through the Michigan Legislature.
- H) Provide technical assistance to support the successful implementation of Partnership Agreement goals.
- I) Attend District School Board meetings to collaboratively present with the Superintendent updates on the implementation of the Partnership Agreement as necessary.

- J) Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.

14) DETROIT PUBLIC SAFETY ACADEMY STUDENT ADVISORY COUNCIL ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Form a student PBIS group to collaborate regarding incentives, lead the student body and model positive behavior and elevate students that are showing positive behavior schoolwide.
- B) Form a student mentor group to work with peers on conflict resolution and management.
- C) Plan incentives and events to increase student daily attendance.

15) BUDGET: Given a wide range of uncertainties in district funding, it is not possible to create a finalized 36-month budget however, Detroit Public Safety Academy will share 2018-19, 2019-2020 and 2020-21 budget information, including allocations for state and federal grants, and other elements when the budgets are designed and adjusted with all appropriate partners. (Please see Attachment A for estimates.) In order to meet the 18-month benchmarks and 36-month goals local, state, and federal funds will be used for staffing, programs, initiatives, and activities based on data trends, needs assessments and best practices. Significant support will be provided to MTSS, professional development and community involvement. Student and teacher classroom resources including technology, hands on manipulatives, online site licenses, curriculum resources and other supplemental education supplies used to support Tier I, Tier II and Tier III instruction will be addressed as well.

16) PARTNERS: The Parties serve as the primary decision-making bodies for purposes of this Agreement. The following entities have been identified and will serve as additional partners (collectively “the Partners”) in pursuit of achieving the benchmarks and goals defined in this Agreement:

A) Junior Achievement

- 1) Junior Achievement will provide the school with support specifically focusing on developing Mathematical skills and understanding for students in grades 6-9.
- 2) Junior Achievement will provide students with real life opportunities to engage with classroom taught standards in a real world setting at their facility, Finance Park.

B) JobCorp

- 1) JobCorp will provide students with enrichment opportunities that support skill development in Math, Reading, and Writing.

2) JobCorp will work to assist with progress monitoring for students specifically in grades 9-12.

C) Detroit Tech Club

1) Detroit Tech Club will provide after-school tutoring and support for students in grades 6-12 focusing on integrated mathematics.

17) ADDITIONAL SCHOOLS: The Parties agree that other <Academy> schools may be added and become subject to this Agreement upon the request of the Academy Board of Directors. If this Agreement is amended by the Parties to add additional Academy schools, the amended Agreement will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. At the time any additional Academy schools become subject to this Agreement, the timeframes and deadlines which apply to the school(s) identified in this Agreement shall apply prospectively to the added school(s) as if this Agreement had become effective on the date they were added.

18) TERM OF AGREEMENT:

- A) Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below, and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the Contract.
- B) The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement.
- C) If any of the above named Parties terminates this Agreement, that Party shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.
- D) A termination of this Agreement by any Party shall not affect the term of the Contract.
- E) In the event that the Authorizer terminates or does not reauthorize the Contract, this Agreement shall automatically terminate on the same day as the Contract terminates without any further action of the Parties.

F) A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

19) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If The Parties fail to sign this agreement within 90 days, the Authorizer shall implement one of the following Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- B) If the Academy fails to sign this agreement within 90 days, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.
- C) If the Academy school(s) covered by this Agreement [do][does] not meet the 18-month benchmark(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- D) If the Academy school(s) covered by this Agreement [do][does] not meet the 18-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.
- E) If the Academy school(s) covered by this Agreement [do][does] not meet the 36-month goal(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Close and Reconstitute
 - 2) Closure
- F) If the Academy school(s) covered by this Agreement [do][does] not meet the 36-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection E, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection E.
- D) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.

E) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

20) COMMUNITY ENGAGEMENT: The following actions will be completed by Detroit Public Safety Academy, the Academy's school leader, the Academy Board of Directors, and Partners to ensure that the school community is meaningfully engaged in the implementation of this Agreement:

A) The school leader will meet with the community partners quarterly in order to discuss Partnership Agreement goals. The school leader will report on progress towards the school's goals and the partners will collaborate to identify needs, eliminate duplication and ensure alignment of resources thereby strengthening the impact of agencies, organizations and partners on student academic progress.

21) CHECKLIST OF ACTIONS: The following actions will be completed by Detroit Public Safety Academy, Detroit Public Safety Academy School Leader, the Detroit Public Safety Academy Board of Directors, and Partners as specified below:

A) By August 1, 2018, the district will create an implementation plan to ensure that all components of the partnership agreement are placed into a comprehensive document that delineates the tasks, timeline, person(s) responsible, and progress notes.

B) By August 1, 2018, the district will create an evaluation and monitoring process to ensure that Detroit Public Safety Academy stays on target with the partnership agreement.

C) By August 1, 2018, the district will create a quarterly calendar and determine locations for the signatories to this agreement to monitor progress of the partnership agreement.

D) By August 1st of every subsequent year of the partnership agreement the aforementioned actions will be completed.

22) FUTURE MEETING DATES: Detroit Public Safety Academy and MDE have established the following meeting dates in order to engage in collaborative discussion, gauge implementation progress, identify barriers, and discuss relevant issues regarding this Agreement:

A) Year 1: November 2018/February 2019/May 2019

B) Year 2: November 2019/February 2020/May 2020

C) Year 3: November 2020/February 2021/May 2021

23) AMENDMENTS: If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the

feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.

- 24) ENTIRE AGREEMENT:** This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.
- 25) INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT:** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.
- 26) WAIVER:** No Party may waive any condition, promise, obligation or requirement applicable to any other Party hereunder, unless such waiver is in writing signed by an authorized representative of such Party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a Party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.
- 27) CAPTIONS:** The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.
- 28) GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.

- 29) SUCCESSORS and ASSIGNS:** The covenants, conditions and agreements in this Agreement shall be binding upon and inure to the benefit of each Party, their respective legal representatives, successors and assigns.
- 30) NO INDEMNIFICATION:** There shall be no indemnification of any Party by any other in regards to liabilities arising out of the functions covered by this Agreement. All Parties shall be responsible for their own liabilities and defense as determined by law.
- 31) NOTICES:** Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by electronic mail, facsimile transmission, courier delivery service or by U.S. mail, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being deposited in the mail, with proper postage for first-class registered or certified mail, prepaid.

Until notified in writing by the appropriate Party of a change to a different address, notices shall be addressed as follows:

- i) If to the Academy:
 - Detroit Public Safety Academy
 - 1250 Rosa Parks Blvd., Detroit MI 48216
 - Attn: Isaiah Pettway, Academy School Leader
 - Kamal Cheeks, President, Board of Directors
 - Email addresses: isaiah.pettway@leonagroup.com

- ii) If to Authorizer:
 - Eastern Michigan University
 - Charter Schools Office
 - 310 Porter Building
 - Ypsilanti, MI 48197
 - Attn: Dr. Malverne C. Winborne, Director of Charter Schools Office
 - Email address: mwinborne@emich.edu

- iii) If to Michigan Department of Education:

608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent of Public Instruction
Email address: _____

iv) If to SRO:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: State School Reform/ Redesign Officer
Email address: _____

32) COUNTERPARTS: This Agreement may be executed in any number of counterparts, each of which shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties and Partners have caused this Agreement to be executed on this date:

Michigan Department of Education

Name: Shelia Alles

Title: Interim State Superintendent

Date: _____

Signature: _____

Detroit Public Safety Academy, School Leader

Name: Isaiah Pettway

Title: School Leader

Date: _____

Signature: _____

Detroit Public Safety Academy, Board President

Name: Kamal Cheeks

Title: Board of Directors President

Date: _____

Signature: _____

Office of Partnership Districts, Director

Name: Dr. Dedrick Martin

Title: Director of the Office of Partnership Districts

Date: _____

Signature: _____

Wayne RESA, ISD

Name: Jerel Bland

Title: Head Pastor

Date: _____

Signature: _____

Eastern Michigan University, Director of Charter Schools

Name: Dr. Malverne C. Winborne

Title: Director of Charter Schools

Date: _____

Signature: _____

<Union Representative (if applicable)>

Name: NA

Title: _____

Date: _____

Signature: _____

<Partner organization or entity name>

Name: _____

Title: _____

Date: _____

Signature: _____

Detroit Public Safety Academy Student Advisory Council, Arionna Golden

Name: Arionna Golden

Title: _____

Date: _____

Signature: _____

<Partner organization or entity name>

Name: _____

Title: _____

Date: _____

Signature: _____

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

NOTE: The budget overview is for planning purposes only. The terms of this Agreement **do not grant explicit advanced approval for expenditure of Federal funds**. Final approval of federal funding occurs in the Michigan Electronic Grants System Plus (MEGS+). Approval in MEGS+ is subject to applicable rules of supplement vs. supplant, tests of allowability, and reasonable and necessary expenditures to support the implementation of activities in order to meet benchmarks and goals. **Inclusion of an item the budget overview does not guarantee it will be approved as a line item submitted in MEGS+.**

Use the supplied template on the following page to complete the budget overview.

Thirty-Six Month Budget Overview

| PARTNERSHIP AGREEMENT YEAR | SALARIES | BENEFITS | PURCHASED SERVICES | PROFESSIONAL LEARNING | SUPPLIES & MATERIALS | OTHER EXPENDITURES | TOTAL EXPENDITURES |
|-----------------------------------|------------------|------------------|---------------------------|------------------------------|---------------------------------|---------------------------|---------------------------|
| 1 | 979,500 | 336,800 | 6,200 | 15,400 | 32,300 | 5,300 | 1,375,500 |
| 2 | 979,500 | 336,800 | 6,200 | 15,400 | 32,300 | 5,300 | 1,375,500 |
| 3 | 979,500 | 336,800 | 6,200 | 15,400 | 32,300 | 5,300 | 1,375,500 |
| GRAND TOTAL | 2,938,500 | 1,010,400 | 18,600 | 46,200 | 96,900 | 15,900 | 4,126,500 |

ATTACHMENT B: ACADEMIC TREND DATA

Chart 1: Three-year SAT Achievement Goal/Target Chart

Benchmark Achievement English Language Arts & Mathematics Average

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|---------------------------------|---------|---------|---------|---------|---------|
| Composite Score | 759 | 764 | 770 | 776 | 782 |
| Target Increase (Points) | NA | 5 | 6 | 6 | 6 |

Chart 2: Three-year District Made Benchmark Achievement Goal/Target Chart (English Language Arts & Mathematics)

Benchmark Achievement English Language Arts & Mathematics Average

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|
| Aggregate Score | 16.14% | 17.89% | 19.64% | 21.14% |
| Target Increase (Percentage Points) | NA | 1.75 | 3.5 | 5 |

Benchmark Achievement English Language Arts

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|
| Aggregate Score | 13.30% | 15.05% | 16.80% | 18.30% |
| Target Increase (Percentage Points) | NA | 1.75 | 3.5 | 5 |

Benchmark Achievement Mathematics

| | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|
| Aggregate Score | 18.97% | 20.72% | 22.47% | 23.97% |
| Target Increase (Percentage Points) | NA | 1.75 | 3.5 | 5 |

Chart 3: Three-year M-STEP Achievement Goal/Target Chart (Average, English Language Arts & Mathematics)

M-STEP English Language Arts & Mathematics Average

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|---------|
| Aggregate Score | 1.3% | 2.55% | 3.8% | 5.05% | 6.3% |
| Target Increase (Percentage Points) | NA | 1.25 | 2.5 | 3.75 | 5 |

M-STEP English Language Arts

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|---------|
| Aggregate Score | 2.6% | 3.85% | 5.1% | 6.35% | 7.6% |
| Target Increase (Percentage Points) | NA | 1.25 | 2.5 | 3.75 | 5 |

M-STEP Mathematics

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|--|---------|---------|---------|---------|---------|
| Aggregate Score | 0% | 1.25% | 2.5% | 3.75% | 5% |
| Target Increase (Percentage Points) | NA | 1.25 | 2.5 | 3.75 | 5 |

Chart 4: Office Discipline Referral (ODR) Percentage Targets

Office Discipline Referral (ODR) Percentage Targets

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|-----------------------------------|---------|---------|---------|---------|---------|
| Number of Office Referrals | 210 | (260) | 194 | 186 | 179 |
| Target Decrease | NA | 3.75% | 7.5% | 11.25% | 15% |

Chart 5: Office Discipline Referral (ODR) Percentage Targets

Office Discipline Referral (ODR) Percentage Targets

| | 2016-17 | 2017-18 | 2018-19 | 2019-20 | 2020-21 |
|------------------------------|---------|---------|---------|---------|---------|
| Number of Suspensions | 187 | (252) | 164 | 152 | 140 |
| Target Decrease | NA | 6.25% | 12.5% | 18.75% | 25% |

**1st AMENDMENT
to the
Detroit Public Safety Academy Partnership Agreement**

In accordance with section 23 of the Detroit Public Safety Academy Partnership Agreement:

"If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement."

All parties agree to the following:

- c Amend section 4 EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Public Safety Academy by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A) Goal 1: Academic Proficiency and Growth will increase as:
 - ~~• Provide professional development on how to effectively supplement their Pearson mathematics texts and to support the tier I, standards based instruction and mathematics curriculum~~
 - ~~• Provide professional development to ensure full implementation of EngageNY tier I, standards-based instruction and English Language Arts curriculum~~
 - ~~• Provide professional development to ensure that teachers and support staff are using NWEA data and reports to provide high quality tiered interventions~~
 - The percent proficient in Spring 2019 on District-made, grade-level, standards-based common FocalPointK12 Inspect Item bank common assessments in grades 6-12 will increase by 2.5 percentage points English Language Arts and Mathematics combined benchmark assessments based on the quarterly average of the 2017-18 baseline benchmark data
 - **Average SAT composite score will increase to 770 in 2019 and will increase to 776 in 2020.**
 - **The average percent of sixth and seventh grade students scoring proficient in English Language Arts and Mathematics combined on M-STEP will increase by 2.5 percentage points in 18 months (Spring 2019)**
 - ~~• Have meetings and data discussions with all stakeholders to gauge implementation of skills learned in professional development, determine impact on M-STEP and SAT scores from the 2018-19 school year and make proper adjustments for the remainder of the partnership agreement~~
- o Amend section 13 MDE ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS
 - A) ~~Partnership Liaison, Mark Eitrem, will serve as primary point of contact for MDE. An MDE Assigned Partnership Agreement Liaison will serve as primary point-of-contact for MDE to assist District/Schools in coordination of MDE and ISD/Authorizer supports.~~

All signatories have read, understood and agree to comply with and be bound by the terms of the conditions set forth in this Amendment to the Agreement.

IN WITNESS WHEREOF, the Parties have caused this Amendment to the Agreement to be executed on this date:

**Detroit Public Safety Academy
Board of Education President**

Name: [Signature]

Date: 9/28/18

**Detroit Public Safety Academy
Superintendent**

Name: [Signature]

Date: 9/28/18

**Michigan Department of Education,
Interim Superintendent of Public Instruction**

Name: [Signature]

Date: 11-20-18

**Office of Partnership Districts
Director, SRO Officer**

Name: [Signature]

Date: 11-26-18

**Eastern Michigan university Charter School Office
Director of Charter Schools**

Name: [Signature]

Date: 10/1/18