

# **COMPREHENSIVE GUIDE FOR PARTNERSHIP DISTRICTS**

**Office of Partnership Districts  
Michigan Department of Education**

# Table of Contents

<b>Section One:</b> Overview	4
<b>Section Two:</b> Office of Partnership Districts	
Strategic Framework and Structure	6
<b>Section Three:</b> Partnership Agreement Development	9
<b>Section Four:</b> Review of Goal Attainment	14
<b>Section Five:</b> 36-Month Evaluation of Partnership Agreement	17
<b>Section Six:</b> Section 21(h)	20
<b>Appendices</b>	23
Appendix A- Partnership Agreement District Flowchart	23
Appendix B- PAL Unit	24
Appendix C- FAST Unit	26
Appendix D- ARE Unit	27
Appendix E- CTPC	28
Appendix F- Developing Partnership Agreement Goals, Benchmarks and Strategies	29
Appendix G- Next Level of Accountability	31
Appendix H- Timeline for Partnership Agreement Development	32
Appendix I- RGA Process Guide	33
Appendix J- RGA Performance Level Business Rule Metrics	39
Appendix K- Implementation Timeline	40
Appendix L- Legislation- Section 21(h)	41
Appendix M- Section 21(h) Rubric	43
Appendix N- Section 21(h) Fiscal and Program Compliance	45
Appendix O- Timeline and Calendar for Section 21(h) Application	46
Appendix P- Section 21(h) FAQs	47
Supplementary Information	50
○ List of Acronyms	50

## Office of Partnership Districts

○ Glossary	51
○ Current List of Partnership Districts	54
○ Office of Partnership Districts Contact Sheet	55
○ MDE's School Accountability Identification Flowchart	56
○ Legislation- Section 22p	57

# **Section One**

## **Overview**

In March 2017, the Michigan Department of Education (MDE) embarked upon a Partnership District Model to individualize and meet the needs of low performing schools in Michigan. The fundamental tenants of this new approach were to ensure that districts with low performing schools:

- facilitate their turnaround process,
- engage in district level systemic improvement,
- engage multiple stakeholders or “partners” in the turnaround process, and
- determine their own measures for improvement.

Additionally, focusing the MDE’s involvement on reducing barriers in communication, identifying resources, and providing guidance will best support the implementation and success of the Partnership District Model.

This document serves as a comprehensive guide for Partnership Districts on the:

- Partnership District Model
- Framework and Operations for the Office of Partnership Districts
- Partnership Agreement Development
- Review of Goal Attainment and Next Level Accountability
- Available Section 21(h) Funds for Partnership Districts

This comprehensive guide outlines the processes and procedures of a three-year Partnership Agreement ([see Appendix A](#)), which are covered with the Partnership District by an assigned Partnership Agreement Liaison (PAL). This document will be revisited, refined, and updated in alignment with any future legislative changes. The Appendix provides additional details and samples that will help navigate districts through the Partnership Agreement process.

### **The Partnership District Model**

The Partnership District Model is an outgrowth of the MDE’s goals in the Top 10 in 10 strategic plan. These goals meet the Federal requirements outlined in the Every Student Succeeds Act (ESSA) to support high-needs districts. The Partnership District Model’s vision and approach is to establish a collaborative, less-compliant focused method to facilitate academic achievement improvements for the lowest-performing districts, while also building the capacity of the district and its partners to sustain turnaround efforts. Through such a collaborative approach, districts are better able to shift from an individual school emphasis to a district-wide systemic focus in order to realize positive change.

The overall goal of the Partnership District Model is to improve student academic achievement through the development and completion of a Partnership Agreement created collaboratively between the district, local School Board, community partners, ISD/RESA, Authorizer (if applicable), and the MDE. The intent is to improve district

systems using a combination of local and state supports/resources to help communities provide each student with the access and opportunity for a quality education. The Partnership District Model puts a broad spectrum of technical expertise and resources in the hands of the districts and allows them to use community and state-level support systems to drive instructional improvement. It provides districts with a fair amount of time to implement a plan and realize positive outcomes.

## Section Two

# Office of Partnership Districts Strategic Framework and Structure

The Office of Partnership Districts (OPD) is dedicated to providing timely and targeted comprehensive support to the state's lowest performing schools and districts. Through increased collaboration and positive relationships, our mission is to reduce barriers and identify appropriate resources to help expedite the district's academic achievement for all students.

The OPD's Theory of Action is grounded in a clear understanding of the challenges Partnership Districts face, and the opportunities that exist to bring about continuous improvement. It tells a story of the choices and changes we intend to make to ensure Partnership Districts have a chance at success.

### **Theory of Action**

**IF** the OPD reduces barriers and connects Partnership Districts to resources, **THEN** every Partnership District has the opportunity to realize their Partnership Agreement goals.

### **Strategic Goals**

This Theory of Action will enable the OPD to focus on implementing the following three Strategic Goals:

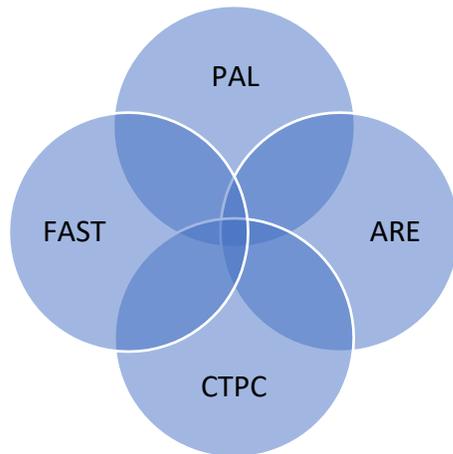
1. The OPD will be data-driven.
2. The OPD will be targeted and intentional.
3. The OPD will actively engage in relationship building with districts.

### **Strategic Objectives**

Each Strategic Goal is supported by seven Strategic Objectives. These objectives are measurable actions that support each Strategic Goal.

1. Design, deploy, and implement a Principal, School Leader, and Superintendent contractor pool that builds capacity for Partnership Districts.
2. Collaborate with Partnership Districts using best practices and high-level customizable supports.
3. Design, deploy, and implement a system for disbursing and evaluating the use of Section 21(h) funds that supports Partnership Agreements.
4. Develop resources and technical assistance programs, services, and documents that are utilized by Partnership Districts.
5. Develop a multi-faceted evaluation system that will reliably and validly measure the effectiveness of OPD.
6. Develop and implement a system for determining district-level readiness for implementation of evidence-based practices and research-based policies.

7. Develop resources and provide technical assistance and services specifically designed to support the unique needs of districts with low performing Alternative Education.



## Office of Partnership Districts Framework

There are four units within OPD:

1. Partnership Agreement Liaison (PAL) Unit
2. Focused Assistance & Support Team (FAST) Unit
3. Accountability, Research & Evaluation (ARE) Unit
4. Critical Thinking Partners Corp (CTPC)

Each unit has identified multiple strategic actions which support goals and objectives of the office.

## Scope of Services

### PAL Unit

The Partnership Agreement Liaison (PAL) Unit is comprised of Partnership Agreement Liaisons. The role of the PAL is to remove barriers, improve communication, and identify appropriate resources. PALs serve as navigators, communication brokers, neutral facilitators, and are the Partnership Districts point-of-contact. PALs are intentionally and purposefully assigned to work at the district level to ensure consistency in messaging. [\(See Appendix B\)](#)

### FAST Unit

The role of the Focused Assistance & Support Team (FAST) Unit is to provide targeted and intensive support to an identified Partnership District. The FAST Unit utilizes a team approach, as opposed to a singular PAL, to work at the district level. To achieve this, the FAST Unit utilizes a satellite office near the identified district. The FAST Unit employs a “focused” approach on outcomes by eliminating duplicate services, providing an immediate response, while taking into consideration the unique needs of the district, the community it serves, and the needs of the students. [\(See Appendix C\)](#)

## **ARE Unit**

The Accountability, Research and Evaluation (ARE) Unit develops and implements the accountability systems aligned with the appropriate legislation and the MDE policy. The ARE Unit leads the Review of Goal Attainment, Evaluation of Partnership Agreement processes, and accountability process for Section 21(h) funding. The ARE Unit ensures that the OPD remains data-driven in the Partnership District Model work. ([See Appendix D](#))

## **Critical Thinking Partner Corp (CTPC)**

The Critical Thinking Partners Corp (CTPC) is a group of external contractors who support, guide, and nurture Partnership District Superintendents, School Leaders and/or Principals. The CTPC strategic objective is to design, deploy and implement a Principal, School Leader, and Superintendent contractor pool of individuals. These individuals have demonstrated sustained success in improving student performance and have proven to build leadership capacity at the district level. This resource is available to Partnership Districts at any time during the duration of their Partnership Agreement. ([See Appendix E](#))

## **Section Three**

# **Partnership Agreement Development**

### **The Partnership Agreement**

Under a Partnership Agreement (PA), the local school district remains in total control of its schools with support from the MDE and partners. The PA must include the following:

- Identification of areas of challenge/weakness.
- Identification of key strategies to address those specific areas, including a timeline for implementation.
- Identification of key 18-month benchmarks and 36-month goals. These, at a minimum, address the areas of the Composite Index Score value that resulted in the identified school(s) inclusion in the PA; however, additional benchmarks and goals may be identified and included in the PA. ([See Appendix F](#))
- Identification of the Next Level of Accountability (NLA) that will be implemented if the district fails to reach its goals at the end of the 36-month period. ([See Appendix G](#))
- Identification of partners to include in the PA:
  - Partnership Districts must include the following partners as signatories:
    - Local School Board/Board of Directors
    - Intermediate School District (ISD/RESA)/Regional Educational Service Agency (RESA)
    - Authorizer (Public School Academies only)
    - MDE
  - Partnership Districts are also encouraged to include at least one additional community partner, such as, but not limited to: higher education institutions, parents, business organizations, unions, local foundations, and other community organizations positioned to help the district.

The OPD provides templates for traditional school districts and Public School Academies (PSAs) which outline more specifics on the required information for the PA.

Should any school within the Partnership District remain identified CSI at the conclusion of the PA, supports from the MDE are expected and will continue.

## **The Partnership Agreement Development Process**

The PA is a positive opportunity to work together under the leadership of the local superintendent and the local School Board to improve student achievement and outcomes, with an explicit and detailed understanding between all partners. Each Partnership District is assigned a PAL who is responsible for supporting the district in the development and implementation of the PA. ([See Appendix H](#)) The PA is developed following the steps noted in Figure A on the next page.

## **Initial Communication with Partnership Districts**

In the spirit of partnership, representatives from the OPD will personally contact Superintendents and/or PSA Leaders to explain the Partnership District identification process, review the purpose and requirements of the PA, as well as the process for completing the PA in a timely manner, while also determining supports needed for success.

## **Official Notification as Partnership District**

Superintendents and PSA Leaders will receive an official letter from the MDE regarding identification as a Partnership District, including a summary of key discussion topics covered during the initial communication(s). ISD/RESA superintendents, School Board presidents, Authorizers (if applicable), and the assigned PAL are copied on this correspondence.

**Figure A: The Partnership Agreement Development Process**



## **Comprehensive Needs Assessment (CNA)**

A Comprehensive Needs Assessment (CNA) is a crucial component to the development of the PA and other important programmatic efforts in the Partnership District (i.e. Consolidated Application for Title Grants, the District Improvement Plan, and School Improvement Plan). Although Partnership Districts can select their own CNA process, it is recommended by the OPD that the school district use the same CNA templates and processes used for other programmatic efforts. Technical assistance is available in completing the CNA process from the assigned PAL, the MDE's Office of Educational Supports Regional Representative, the ISD/RESA Implementation Facilitator, and the Authorizer (if applicable). The links below are sample CNAs that can be used to support the development of the PA:

<https://www.advanc-ed.org/>

<https://www.sitimeline.com/comprehensive-needs-cna.html>

## **Initial Meeting with Assigned PAL**

The PAL is responsible for supporting the district in the development and implementation of the PA. The Initial Meeting with the PAL serves several purposes:

- an overview of the PAL's role and responsibilities,
- a detailed discussion regarding the timeline and supports necessary for the successful completion of the PA, and
- a brainstorm of the partners who need to be included as signatories on the PA and partners who should be invited to contribute to the development of the PA.

## **Initial Partnership Meeting**

The leaders of the Partnership District facilitate the initial partnership meeting with the community; this meeting focuses on building the foundation of the partnership relationships. The meeting is dedicated to the review of the Partnership District identification process, explanation of the Partnership District Model, and a discussion regarding the key data from the CNA. This is the prime opportunity to determine community partners who will contribute to the PA, specifically addressing the needs identified in the CNA. At a minimum, the local School Board/Board of Directors, the ISD/RESA, the Authorizer (if applicable), and at least one community partner (if applicable) are signatories on the PA.

## **Intermediate Meetings**

The leaders of the Partnership District, with input from partners (as necessary), complete the PA template to address the identified needs of the district's CNA. It is recommended that the PA align to the Partnership District's strategic plan. If a district strategic plan does not exist, it is highly recommended that the Partnership Agreement goals serve as the strategic plan for the Partnership District until a comprehensive strategic plan is created. The PSAs would also need to collaborate with their Authorizer to ensure that the PA aligns with their charter contractual agreements.

## **Partnership Agreement Consensus Meeting**

The leaders of the Partnership District present the final draft of the PA to partners to solicit feedback on the final document, then develop a consensus on the specific plan to meet the goals. The Partnership District may need additional meetings to finalize the plan; the PAL will support the district with these meetings.

## **Partnership Agreement Execution**

The leaders of the Partnership District work collaboratively with their PAL to secure signatures for the finalized agreement. It is recommended that after the PA is signed by all partners, the Partnership District schedules a meeting with the community and impacted schools to execute the PA; answer questions from parents, staff, and community members about the Partnership District Model; and garner support for the implementation of the plan.

## **Partnership Agreement Implementation**

Once the PA is signed, the Partnership District staff works closely with the PAL to schedule regular meetings to review the content of the PA and to discuss the progress of goals. After the PA is signed, the district will likely need to modify school and/or district improvement plans; adjust budgets for both state and federal programs; and perform other implementation tasks related to the agreement. The assigned PAL will provide support for these actions as well.

## **Partnership Agreement Amendments**

The PA may be modified after the initial signing if the district or the MDE identifies an area of need not addressed in the original PA. Amendments must be developed collaboratively, agreed to, and signed by the Partnership District and signing partners to the original agreement. If a district decides to amend the PA, the PAL will provide the template, technical assistance, and feedback during the amendment process. All amendments to the PA are subject to the approval of signatories and the OPD Director.

## **Section Four**

# **Review of Goal Attainment**

The Review of Goal Attainment (RGA) is a collaborative review of PA goals taking place at the 18-Month and 24-Month (not always required) Reviews. Specifically, the RGA is a multi-phased process designed to collect, review, and discuss evidence for the purposes of determining PA goal attainment.

The RGA process consists of three distinct aspects:

1. Collection of Evidence
2. Structured Conference
3. Status Determination

The Collection of Evidence phase is a six to eight week window for Partnership Districts and the MDE to submit information that informs decisions concerning the final determination of goal attainment. The Structured Conference includes an opportunity for the district to “tell its story” within a presentation, and a collaborative conversation that includes the application of business rules for a Status Determination. The Structured Conference culminates in an agreed upon Status Determination.

At a minimum, the local School Board/Board of Directors, Authorizer (if applicable), and ISD/RESA as signatories on the PA are to participate in the RGA process. ([See Appendix I](#)) The RGA process begins prior to the 18-month, 24-month (not always required) and 36-month marks of the PA. The Structured Conference occurs at the local district on an agreed upon date.

### **Review of Goal Attainment Phase I**

- District completes and submits evidence of benchmark and goal attainment
- District completes and submits a self-assessment of goal attainment
- The ISD/RESA and Authorizer (if applicable) must review evidence submitted by the district
- The ISD/RESA and Authorizer (if applicable) completes and submits an assessment of goal attainment
- The OPD completes a review of submitted evidence and an assessment of goal attainment
- The OPD completes and sends to the district a comprehensive summary of the assessments of goal attainment

## Review of Goal Attainment Phase II

RGA Structured Conference Hosted On-Site at Partnership District

- RGA Protocol Overview
- District Presentation
- Collaborative Conversation

## Review of Goal Attainment Phase III

Following the RGA Structured Conference, an official status report named Status Determination will be assigned to the Partnership District.

- **On-Track**  
A district that is On-Track is meeting most of its goals or is making progress in meeting most of its goals toward improving student achievement.
- **Off-Track with Progress**  
A district that is Off-Track with Progress is meeting some of its goals or is making progress in meeting some of its goals toward improving student achievement.
- **Off-Track with Limited Progress**  
A district that is Off-Track with Limited Progress is meeting few or none of its goals or is making little or no progress toward improving student achievement.

# 18-Month Benchmark Review of Goal Attainment Status Determination

## On-Track Status

On-Track Status is assigned to Partnership Districts when all or nearly all PA Goals are met. ([See Appendix J](#)) For the next 18 months, the PA does not change, and the PAL and all current supports will continue for the duration of the agreement.

## Off-Track with Progress Status

Off-Track with Progress Status is assigned to Partnership Districts when “some” goals are met. “Some” is defined in the School Performance Level Metrics table. ([See Appendix J](#)) The PAL and all current supports will continue for the duration of the agreement.

Off-Track with Progress Status requires that the RGA Structured Conference reconvene in six months. The RGA becomes a 24-Month Review of the existing 18-Month Benchmarks, where the same process is repeated. The Status Determination is based on the 24-Month Review resulting in an On-Track or Off-Track Status.

## **Off-Track with Limited Progress Status**

Off-Track with Limited Progress Status is assigned to Partnership Districts when progress toward goal attainment is limited. “Limited” is defined in the School Performance Level Metrics table. ([See Appendix J](#))

Off-Track with Limited Progress Status requires that the RGA Structured Conference reconvene in six to eight months. The RGA becomes a 24-Month Review of the existing 18-Month Benchmarks, where the same process is repeated. The Status Determination is based on the 24-Month Review resulting in an On-Track or Off-Track Status.

## **Reporting to Board of Education/Community**

Within 60 days of the 18-Month Benchmark RGA Structured Conference, the Superintendent and/or School Leader shall present results of the 18-Month RGA at a Board of Education meeting.

# **24-Month Review of Goal Attainment Status Determination**

Only Partnership Districts with Off-Track Status will conduct a 24-Month RGA to reassess progress of the 18-Month Benchmarks. The 24-Month RGA will result in a Status Determination of On-Track or Off-Track Status.

## **On-Track Status**

This status is assigned to the Partnership Districts when all or nearly all PA Goals are met. ([See Appendix J](#)) The PA does not change, and continued supports are available. The PAL and all current supports will continue for the duration of the agreement.

## **Off-Track Status**

Off-Track Status requires Partnership Districts to do the following:

- Within 30 days of the 24-Month RGA Structured Conference the Superintendent and/or School Leaders shall present results of 24-Month RGA at a Board of Education/Board of Directors meeting.
- Hold multiple community meetings for all stakeholders (partners, community, students, parents, and families) over the remainder of the PA, with the first being held within 60 days of the 24-Month RGA, to inform stakeholders of:
  - Results of benchmark attainment
  - Progress toward 36-month goals
  - District’s steps toward NLA
  - Clear identification of ISD/RESA support
  - Clear identification of the MDE support

## **Section Five**

# **36-Month Evaluation of Partnership Agreement**

The Evaluation of Partnership Agreement (EPA) is a final analysis of the entire PA. Specifically, the EPA is a multi-phased process designed to evaluate the results of the PA that shall culminate in a successful completion of the PA or application of NLA.

The EPA process consists of three distinct phases:

1. Evidence of Goal Attainment
2. Structured Conference
3. Final Determination
  - a. Successful completion of the PA, or
  - b. Application of NLA

The Evidence of Goal Attainment is a process that involves the collection, submission, and review of evidence during a six to eight-week window for Partnership Districts and the MDE to submit information that informs decisions concerning the final determination.

The Structured Conference includes a district presentation that summarizes their submitted evidence and the application of business rules for final determination. Along with the district and the MDE, the EPA process shall include, at a minimum, each signatory of the PA.

As a result of the Structured Conference, a Final Determination of successful completion or application of NLA is decided.

### **Reporting to Board of Education/Community**

At the next regularly scheduled Board of Education meeting after the 36-Month EPA Structured Conference, the Superintendent and/or School Leader shall present results of the 36-Month EPA.

### **Successful Completion of the Partnership Agreement**

Successful completion is assigned to the Partnership District when all or nearly all PA Goals are met. The PA is considered met and the district/school is released from their Partnership District designation.

### **Application of Next Level of Accountability**

Commence NLA steps as outlined in the district's PA. ([See Appendix G](#))

### **Methodology**

The status of each district's PA at 36-months will include an EPA of student outcome goals and process goals, as well as the implementation of PA systems and actions. Each component is evaluated individually and then aggregated in the District's EPA Status Chart for a final PA Evaluation result.

**District EPA Status Chart**

Successful Completion	Next Level of Accountability
A district that is successful in completing its Partnership Agreement (PA) is meeting nearly all its goals, as well as implementing nearly all of its professional learning, strategies, and actions.	A district that is unsuccessful in completing its PA will proceed to Next Level of Accountability.
<b>As evidenced by:</b>	<b>As evidenced by:</b>
The district earned 130 points as determined by the EPA Component Table.	The district earned less than 130 points as determined by the EPA Component Table.

**Notes:**

- In order for a district to be designated for NLA, it must currently have at least one school identified as CSI.
- By recommendation of the Office of Partnership Districts Director, the State Superintendent may provide final status modification when a district’s point total is near a status cut-off value.

**Successful Completion Status**

The terms of the district’s PA will have been met, and the PAL will work with the district as it transitions out of the PA.

**Next Level of Accountability**

The terms of the district’s PA have not been met and the school(s) that did not earn 130 points within the EPA Component Table proceed to NLA. Additionally, the school must be currently identified as a CSI school in order for a designation of NLA.

## EVALUATION OF PARTNERSHIP AGREEMENT COMPONENT TABLE

### DISTRICT STUDENT PERFORMANCE OUTCOME (SPO) GOAL

A district that is successful has:	As evidenced by:	Points Earned
<ul style="list-style-type: none"> <li>Met most student academic and non-academic performance outcome goals utilizing <i>local district</i> data</li> </ul>	<ul style="list-style-type: none"> <li>Met at least two-thirds (66.7%) of student academic and non-academic performance outcome goals utilizing local data</li> </ul>	<ul style="list-style-type: none"> <li>45 points</li> </ul>
<ul style="list-style-type: none"> <li>Met some of student academic performance outcome goals utilizing <i>state</i> data</li> </ul>	<ul style="list-style-type: none"> <li>Met at least one third (33.3%) of student academic performance outcome goals utilizing state data</li> </ul>	<ul style="list-style-type: none"> <li>30 points</li> </ul>
<ul style="list-style-type: none"> <li>All of the district's partnership CSI school(s) overall Index values increase from the initial year value to the final year value</li> </ul>	<ul style="list-style-type: none"> <li>All CSI partnership school(s) overall Index score(s) have increased at least 5% of the initial value (first year) to the final year value</li> </ul>	<ul style="list-style-type: none"> <li>25 points</li> </ul>

### PROCESS GOALS AND INDICATORS OF DISTRICT SYSTEMS IMPLEMENTATION AND ACTIONS

A district that is successful has:	As evidenced by:	Points Earned
<ul style="list-style-type: none"> <li>Met most process or system-oriented goals as stated within the PA</li> </ul>	<ul style="list-style-type: none"> <li>Met at least two-thirds (66.7%) of process-oriented goals</li> </ul>	<ul style="list-style-type: none"> <li>35 points</li> </ul>
<ul style="list-style-type: none"> <li>Implemented most of the <i>strategies and professional learning goals and benchmarks</i> as stated in the PA</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of at least two-thirds (66.7%) of action items for <i>strategies and professional learning</i></li> </ul>	<ul style="list-style-type: none"> <li>25 points</li> </ul>
<ul style="list-style-type: none"> <li>Implemented most of the <i>actions by the governing board and district leadership</i> as stated in the PA</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of at least two-thirds (66.7%) of action items for <i>governing board and district leadership</i></li> </ul>	<ul style="list-style-type: none"> <li>20 points</li> </ul>
<ul style="list-style-type: none"> <li>Implemented most of the <i>actions by the Partnership District, ISD/RESA, and the MDE</i> as stated in the PA</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of at least two-thirds (66.7%) of action items identified for <i>the Partnership District, ISD/RESA, and the MDE</i></li> </ul>	<ul style="list-style-type: none"> <li>20 points</li> </ul>

#### Notes:

- The threshold for **increasing** the MI School Index is 5% of the school's initial value (first year).
- Italicized words/terminology come directly from PAs.

## **Section Six**

### **Section 21(h)**

#### **Purpose of Section 21(h) Funds**

The Michigan Legislature has allocated funds for local public education schools and management companies overseeing Michigan's lowest performing schools that are in a PA. The purpose of the partnership is to [Section 21(h) (1)] ([See Appendix L](#)):

- Identify district needs,
- Develop intervention plan, and
- Partner with public and private/nonprofit organizations to coordinate resources to improve student achievement.

The MDE has been granted the oversight of the funds such that the State Superintendent assigns a team of individuals to develop the application criteria, submission, and approval process. Additionally, the MDE is responsible for monitoring the use and effectiveness of these funds. These funds are used to support the implementation of activities that will assist attainment of goals identified in the district's PA.

Partnership Districts have the opportunity to apply for funds on an annual basis. Funding will be dedicated to improving instruction and learning in those schools identified by the MDE's Partnership District Model. ([See Appendix M](#)), ([See Appendix N](#))

#### **Section 21(h) Funding and Eligibility**

Section 21(h) monies are annually designated by the State of Michigan Legislature, and the allocation amount can vary from year to year. However, it has ranged between \$6,000,000 to \$7,000,000 per year. [Section 21(h) (1)]

A district assigned to a partnership by the State Superintendent is eligible for funding under this section if the district:

- Includes at least one school that has been rated with a grade of "F" (CSI school), in the most recent state accountability system rating [Section 21(h) (2)]
- Completes a CNA in collaboration with their ISD/RESA, community members, education organizations and postsecondary institutions, as applicable and approved by the superintendent, within 90 days of the assignment, which includes [Section 21(h) (2) (a) (i) (ii) (iii)]:
  - A multi-tiered system of supports to ensure informed classroom instruction,
  - A review of school building leadership and educator capacity, and
  - A review of classroom instructional practices and curriculum alignment with research-based models.

- Develops an intervention plan that has been approved by the State Superintendent and that addresses the needs identified in the CNA that includes: [Section 21(h) (2) (b)]
  - Specific actions that will be taken by the district and each of its partners to improve student achievement.
  - Specific measurable benchmarks that will be met within eighteen months in order to improve student achievement and provide identification of expected student achievement outcomes to be attained within three years after assignment to the partnership.
- Crafts academic goals that put pupils on track to meet or exceed grade level proficiency. [Section 21(h) (2) (c)]

The OPD provides guidance to Partnership Districts to ensure that the PA fulfills the requirements outlined in Section 21(h) (2) (a-c). An eligible Partnership District shall **not** receive funds under this section for more than three years and the payment schedule is determined by the MDE. [Section 21(h) (4)]

## Participation Requirements

The Section 21(h) grant is available to Partnership Districts that:

- Will use the funds to support the attainment of PA goals for schools named in the PA,
- Received prior Section 21(h) funds for less than three years, and
- Demonstrate effectiveness on previously funded activities.

## Allowable Use of Funds

Under the allowable activities described in Act 94 of the State School Aid Act of 1979 [MCL 388.1621(h)], grant funds must be used to pay for district expenditures approved by the State Superintendent to improve student achievement. When proposed expenditures cannot be covered by other district financial resources, Section 21(h) funds may be used to support attainment of PA goals and in alignment with one or more of the following categories [Section 21(h) (4)]:

- Professional development for teachers, district or school leadership,
- Increased instructional time,
- Teacher mentors, or
- Other expenditures that **directly** impact student achievement

The MDE has determined any unallowable use of funds shall be recaptured with the possible penalty of forfeiting future Section 21(h) funding.

## Availability of Awarded Funds

Funds are legislatively designated for Partnership Districts. Funds will be awarded for the remaining life of a district's PA or up to three years – whichever is less.

## **Monitoring the Use and Effectiveness of Section 21(h) Funds**

The purpose of this section is to provide districts with an implementation, effectiveness and compliance framework for the MCL 388.1621(h) grant. It serves as a guide for monitoring and support activities conducted by the OPD. The documents in the appendix reflect a comprehensive review and alignment with state legislation related to Section 21(h) and fiscal guidelines.

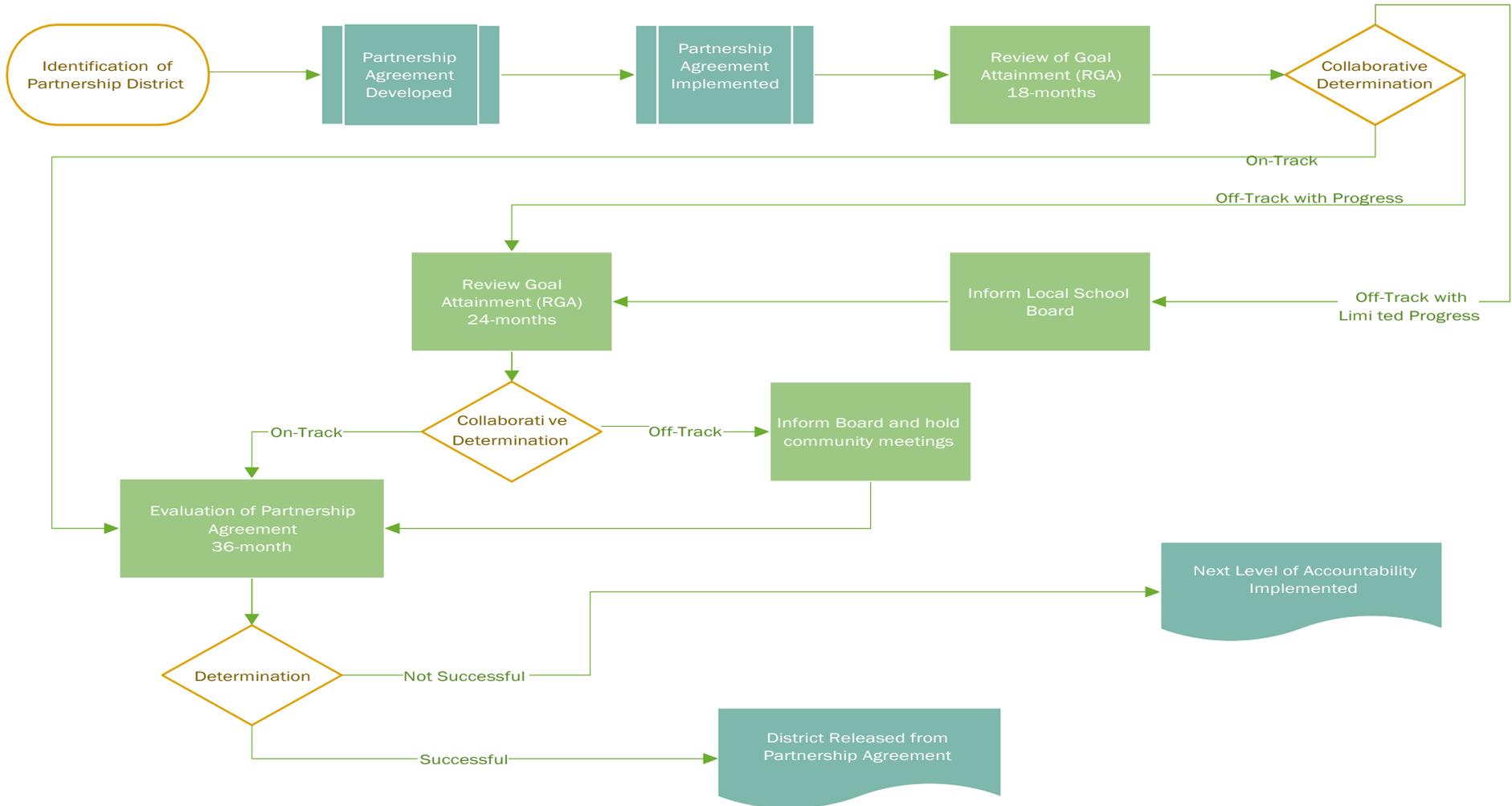
The comprehensive programmatic monitoring of Section 21(h) is embedded in the Michigan Electronic Grants System Plus (MEGS+) application process, as well as the RGA and EPA. A comprehensive set of programmatic and fiscal requirements may be reviewed annually to assess progress on implementation of the funded activities. Decisions about continued funding in future years are made based on these reviews.

## **Process to Amend Section 21(h) Application**

There are two windows to request modification of the use of awarded Section 21(h) funds. Districts requesting to modify the use of previously awarded funds will work through their assigned PAL for the required steps.

# APPENDIX A

**Partnership Agreement District Flowchart**



Version 2 April 2019  
 Office of Partnership Districts  
 Michigan Department of Education

## APPENDIX B

### PAL Unit

The Partnership District Model was developed as a district-level approach to supporting Partnership District needs. The role of the Partnership Agreement Liaison (PAL) is to remove barriers in communication and identifying appropriate resources. Using your PAL as a navigator, a communications broker, a neutral facilitator, and your MDE point-of-contact, will lead to reduced barriers and increased communication. PALs are intentionally and purposefully assigned to work at the district level to ensure consistency in messaging. Review the roles and responsibilities of your PAL to maximize your interactions!

#### **Liaison as a Navigator**

The Partnership District Model is designed to eliminate barriers. The PAL serves as a Navigator for the Partnership District. This responsibility includes:

- Connecting the Partnership District to the appropriate MDE individual, unit, office, and/or program
- Working behind the scenes to find resolution to internal barriers at the MDE
- Following the process once the Partnership District and the MDE individual, unit, office, and/or program have connected

#### **Liaison as a Communications Broker**

The Partnership District Model is designed to minimize and eliminate miscommunications. The PAL serves as a Communications Broker for the Partnership District. This responsibility includes:

- Facilitating collaborative conversations
- Assisting Partnership Districts and the MDE to engage in meaningful conversations
- Assuring that all relevant parties are included in correspondence and conversations

#### **Liaison as Neutral Facilitator**

The Partnership District Model is designed to reduce distractions. The PAL serves as a Neutral Facilitator for the Partnership District. This responsibility includes:

- Being an active listener
- Understanding all perspectives without judgement and helping to maintain focus on goals
- When invited, serve as a neutral facilitator for meetings

## **Liaison as your Point-of-Contact or P-O-C**

- The Partnership District Model is designed to minimize ambiguities. The PAL serves as the official Point-of-Contact to the assigned Partnership District Superintendent and/or other district designees. This responsibility includes:
- Interacting with the Superintendent or Central Office Designee
- Being included in all district and identified schools' correspondence originating from MDE
- Being included in all correspondence originating from the Partnership District and identified schools (as the district finds appropriate)
- Being designated as the contact by the school/district with all questions to assist with clarification, reduction of barriers, and seeking supports from MDE
- Being the contact for any MDE office with questions to assist with clarification, reduction of barriers, and seeking supports for the school/district

## **Other Responsibilities of PALs**

- Attend district, community, and/or School Board meetings when requested and invited
- Work collaboratively with the district to identify district goals
- Be aware of the progress of district priorities
- Know and be aware of the most pressing issues and needs for accelerating turnaround efforts
- Keep the district focused on the Partnership Agreement (PA) goals and support them in their efforts
- Provide technical assistance in the service of PA goals, especially for Blueprint installing districts
- Assist in identifying and bringing in external partners in support of the PA and district
- Facilitate and coordinate services and supports as needed among MDE offices, community partners, outside providers, and MI Excel work
- Assist in reducing barriers to the implementation of the PA
- Assist Partnership Districts with the development of 21(h) grant application
- MIBLSI

# APPENDIX C

## FAST Unit



## FOCUSED ASSISTANCE & SUPPORT TEAM UNIT (FAST)

### Purpose

The purpose of this unit is to provide intensive, singular support to one identified Partnership District. This is a team support which provides intensive assistance or application. The FAST Unit may consist of 4-6 staff based on the Partnership District's need and size. Supports are focused on three to four focus areas: Academics, Community Engagement, Systemic Change, and Whole Child.



### Unique Aspects of FAST

- Serves as a communication broker between the MDE, Partnership District and Community Partners
- Operates an office in proximity of the Partnership District (as opposed to being based in Lansing)
- Serves only ONE Partnership District
- Identifies a core team from the MDE to serve on the FAST Unit based on Partnership District needs
- The Unit is highly engaged in the community it serves
- Promotes and models an effective partnership between the MDE and the Partnership District

### Communication

Communication occurs more frequently and with a faster turnaround time. The FAST Unit assists the Partnership District and eliminates wasted time searching for solutions/personnel at the MDE, ISD/RESA or with community partners.

## APPENDIX D

### **Accountability, Research and Evaluation Unit (ARE)**

The purpose of this unit is to provide leadership and expertise in the areas of accountability, research, and evaluation for the OPD. The unit promotes data driven, targeted, and intentional strategies in OPD's pursuit to position Partnership Districts for success.

The primary responsibilities of the ARE Unit include the design, deployment, and implementation of a set of systems for the RGA, EPA, 21(h) funds, and external and internal supports.

<b>Key Areas of Focus</b>	<b>Accountability</b>	<b>Research</b>	<b>Evaluation</b>
<b>Review of Goal Attainment (RGA)</b>	Develop and implement business rules	Identify resources for school/district turnaround and improvement	Lead the design and implementation at both 18 and 24 months
<b>Evaluation of Partnership Agreement (EPA)</b>	Develop and implement business rules	Utilize research-based practices to develop and implement the scope and sequence of the readiness process for each district	Lead the design and implementation at 36 months
<b>21(h) Funds</b>	<ul style="list-style-type: none"> <li>• Conduct fiscal and program reviews of 21(h) funding utilization</li> <li>• Provide ongoing, timely reports and updates of 21(h) funding</li> </ul>	Identify resources for school/district turnaround and improvement	Monitor the impact of 21(h) funding by collecting and analyzing effectiveness data
<b>External/ District Supports</b>	<ul style="list-style-type: none"> <li>• Collaborate on the development of CNA</li> <li>• Support the district's use of evidence and/or research-based resources and tools</li> <li>• Identify best practices of high performing districts with similar demographics</li> <li>• Provide expertise and tools for program evaluation</li> <li>• Coordinate with other MDE offices such as OEAA, OSET, and OES</li> </ul>		
<b>Internal/ Office Supports</b>	<ul style="list-style-type: none"> <li>• Lead development and accountability measures for the OPD Strategic Framework</li> <li>• Coordinate with research partners (EPIC/MERI)</li> <li>• Collect and report out survey data for the OPD</li> </ul>		

## APPENDIX E

### Critical Thinking Partners Corp

**WHAT:** The Critical Thinking Partners Corp (CTPC) is a group of external contractors who will support, guide and nurture Partnership Districts Superintendents, Principal, and/or School Leaders. As the Office of Partnership Districts build data-driven systems of support, the CTPC's strategic objective is to design, deploy and implement a Superintendent, Principal and/or School Leaders contractor pool that builds capacity for Partnership District leaders.

**WHO:** Partnership Districts will have the opportunity to request and be matched with "Thought Partners", who are trusted advocates that will support, guide and nurture Partnership District Superintendents, Principals and School Leaders. These "Thought Partners" have demonstrated success in improving student performance and are considered critical friends who will ask proactive questions and offer helpful perspectives.

**WHY:** Based on the goals the district created in relationship to their Partnership Agreement (PA), the Thought Partners serve as navigators of change, trusted friends/confidants and exemplary listeners who encourage courageous conversations.

**HOW:** Recognizing the outcomes created to meet the goals of the PA, the Thought Partners will be guided by fundamental tenets that are common to sustaining leadership capacity. These include:

- Trust
- Relationship
- Reflective Practitioner
- Collaboration
- Confidentiality
- Heart and Passion

## APPENDIX F

### Developing Partnership Agreement Goals, Benchmarks and Strategies

Partnership Districts are to develop 36-Month Goals and 18-Month Benchmarks. The goals and benchmarks must include academic outcomes and systemic processes to improve and sustain student achievement. [Section 22p (a)]

- 18-Month Benchmarks must include at least one academic proficiency and one academic growth outcome goal using local or State level assessment.
- 36-Month Goals must include at least one State level assessment academic proficiency outcome goal.

**NOTE:** District level created assessments are not permitted. Districts may consider criterion or norm-referenced assessments with sufficient rigor such as NWEA, AIMSweb, STAR 360, A-Net, i-Ready.

	<b>Outcome Goals/Benchmarks</b>	<b>Effectiveness Metric Used</b>
Defined	Attainment of <b>Outcome Goals/Benchmarks</b> are indicated by the results of both State and locally determined assessment outcomes. Other whole child outcomes that can impede improved student achievement (health, nutrition, behavior, social/emotional) may also be addressed.	An <b>Effectiveness Metric</b> is a quantifiable measure that is used to track and assess the status of a goal or benchmark.
Example: State Determined	The Mean Growth Percentile (MGP) on the M-STEP Math Assessment will increase by 9 points (3 points per year) by the 36-Month EPA.	2019 - 2021 Spring M-STEP Math Assessments/FAY students MGP
Example: Locally Determined	The percentage of students whose Conditional Growth Percentile (CGP) on the NWEA MAP Math Assessment is > 50 and/or students whose CGP goes up by 15 points or more from Fall to Spring will increase by 9 points (3 points per year) by the 36-Month EPA.	2019 - 2021 NWEA Math Assessments/FAY students CGP
<b>NOT...</b>	Students will achieve growth on the M-STEP Math Assessment.	NWEA Math Assessments

	<b>Process Goals/Benchmarks</b>	<b>Effectiveness Metric Used</b>
Defined	Attainment of <b>Process Goals/Benchmarks</b> are indicated by the results of changes in adult behavior to create systems.	An <b>Effectiveness Metric</b> is a quantifiable measure that is used to track and assess the status of a goal or benchmark.
Example: State Determined	80% of staff will implement the district curriculum with fidelity as measured by the curriculum fidelity instrument by the 18-Month Benchmark.	Walkthroughs, lesson plans, and perception data
Example: Locally Determined	90% of staff will implement the data teams process with fidelity by the 36-Month EPA as measured by the data teams reflection tools.	Implementation fidelity checklists, data teams artifacts, self-assessments, walkthroughs, and lesson plans
<b><u>NOT...</u></b>	Staff will implement a data protocol by the 36-Month EPA.	MAP Tests

### Best Practices:

- Include specific evidence to be collected that is aligned to goals and effectiveness metrics for each goal.
- Benchmarks and goals should align as much as possible. For instance, an academic **goal** of increasing student achievement **by six percentage points**, should have a coordinating **benchmark** of increasing student achievement by at least **three percentage points**. Additional benchmarks that outline systemic processes to support goal attainment should also be included.
- Include a chart that outlines baseline data and year with annual incremental growth for each goal so it is clear what the target is for each year of the PA.

Ensure that at least one goal includes all students improving in proficiency in English/Language Arts and Mathematics.

## APPENDIX G

### Next Level of Accountability

Next Level of Accountability (NLA) is an acknowledgement that the district/school(s) has substantially failed to meet the goals of the PA. The NLA prompts the mutually agreed upon measures in the PA which may include reconstitution or closure of the school and/or district. [Section 22p]

If the district received an off-track status at the 18-Month Review of Goal Attainment (RGA), they will participate in a 24-Month RGA. If the district substantially fails to meet the 24-Month RGA and receives an off-track status, NLA may be initiated for school(s) covered by the PA if all signatories agree. If NLA is initiated for school(s) off-track within the PA, then the district will notify the community that the NLA measures will be acted upon per the language in their PA.

The NLA may also be initiated if the schools covered by the PA substantially failed to meet their goals at the 36-Month EPA. If NLA is initiated for school(s) off-track within the PA, then the district will notify the community that the NLA measures will be acted upon per the language in their PA.

The NLA measures may include either the closure of the school at the end of the current school year, or the reconstitution of the school in a final attempt to improve student educational performance or to avoid interruption of the educational process. [Section 22p (b) (i, ii, iii)]

- For a PSA that includes closure or reconstitution as NLA, it must do so as described in Section 507 of the Revised School Code. [MCL 380.507]
- For a district that includes closure or reconstitution as NLA, the agreement must include a requirement that if reconstitution is imposed on a school that is operated by the district and that is subject to the PA, all the following apply:
  - The district shall make significant changes to the instructional and noninstructional programming of the school based on the needs identified through a comprehensive review of data.
  - The district shall replace at least 25% of the faculty and staff of the school.
  - The district shall replace the principal of the school, unless the current principal has been in place for less than three years and the board of the district determines that it is in the best interests of the district to retain current school leadership.
- The reconstitution plan for the school shall require the adoption of goals similar to the goals included in a partnership agreement, with a limit of five years to achieve the goals. If the goals are not achieved within five years, the superintendent of public instruction shall either impose a second reconstitution plan on the school or close the school. [Section 388.1622(p)]

## APPENDIX H

### Timeline for Partnership Agreement Development

<b>Action Item</b>	<b>When?</b>	<b>Where or How?</b>	<b>Responsible Party</b>
Identification as Partnership District (CSI Schools)	TBD Dependent on CSI Identification date	OPD Phone Call, OPD Memorandum	OPD Director
Comprehensive Needs Assessment (in collaboration with ISD/RESA)	Within 30 days of official notification	TBD by District	District ISD/RESA PAL
Initial Meeting with assigned Partnership Agreement Liaison (PAL)	Within 10 days of official notification	TBD by District	District ISD/RESA PAL
Initial Partnership Meeting	Within 30-45 days of official notification	Determine prospective partners (based on critical needs)	District Prospective Partners PAL
Intermediate Meetings	Within 30-60 days of official notification	Develop 18-Month Benchmarks and 36-Month Goals, strategies and supports	District PAL ISD/RESA Partners
Partnership Agreement (PA) Consensus Meeting	Within 30-60 days of official notification	Public Forum(s)	District Partners Community PAL
Finalize benchmarks and goals, Final Review of PA	Within 60-75 days of official notification	TBD by District	District PAL Superintendent
PA Execution	Within 90 days of official notification	Signatures of required parties	Superintendent Board President Partner(s) OPD Director State Superintendent

# APPENDIX I

## RGA Process Guide

The Review of Goal Attainment (RGA) at 18-months is a collaborative review of the PA. Specifically, the RGA is a multi-phased process designed to collect, review, and discuss evidence for the purposes of determining PA implementation and attainment. The RGA process consists of three distinct aspects: Collection of Evidence, a Structured Conference, and a Status Determination. The Collection of Evidence is a six to eight-week window for Partnership Districts to submit information that informs decisions concerning the final determination of attainment. The Structured Conference is an opportunity for the district to “tell its story” within a presentation, and a collaborative conversation that will culminate into an agreed upon district determination that includes a status. The RGA process participants should include representatives for each of the signatories of the district PA. The RGA process begins prior to the 18-Month Benchmark of the PA, and the Structured Conference occurs at the local district on an agreed upon date.

### **Review of Goal Attainment (RGA) Process Guide**

#### **Background**

In March 2017, the MDE embarked upon a new way to individualize and meet the needs of low performing schools in Michigan. The fundamental tenants of the partnership model were to ensure that districts with low performing schools:

- were the “drivers” of their turnaround process,
- had the opportunity to engage in improvement at the district level,
- had the opportunity to engage multiple stakeholders or “partners” in the turnaround process and,
- were able to determine their own measures for improvement.

Additionally, the implementation of the Partnership District Model could only demonstrate success if the primary role of the MDE focused on providing supports and reducing barriers that have historically impeded communication, understanding, and access to programs, processes, guidelines, and laws, to name a few. Since the inception of the Partnership Model, legislation has been instituted that intertwines with the implementation of the agreements. See Appendix B of RGA Process Guide.

Advance notification for the 18-Month RGA will begin approximately seven months prior to the commencement of the RGA multi-phased process. A flow chart of the entire PA development and implementation process is provided in Appendix J.

### **Review of Goal Attainment (RGA) Protocol**

#### **COLLECTION OF EVIDENCE**

The Collection of Evidence phase is a six to eight-week process which requires the Partnership District to submit information that will be used to make a final determination

at 18-months and, if applicable, at 24-months. Although not required, additional partner(s) may be selected to provide information. It is recommended that the Partnership District invite one or more of the signatory partners to also submit information where appropriate.

The purpose of the Collection of Evidence phase is for the district to gather, prepare, and submit evidence supporting its implementation of the PA. This phase will also serve as the district's opportunity to prepare for the RGA Structured Conference. Districts should view the Collection of Evidence phase as an opportunity for the district and its partners to be intentional in sharing promising practices that support the successful implementation of the agreement.

The Collection of Evidence phase also includes an opportunity for the district, ISD/RESA and Authorizer (if applicable) to complete an assessment of benchmark attainment. The deadline for completion of the evidence is approximately two to four months prior to the scheduled Structured Conference date. Once the district has completed and submitted the Collection of Evidence, the MDE will complete an assessment of benchmark attainment. Results of the MDE's review will be shared with the district prior to the Structured Conference

### **Technical Assistance Resources:**

The following documents will provide District Teams support in preparing for the RGA Structured Conference:

- District Readiness Tips for RGA Structured Conference
- Goal Attainment Progress Worksheet

### **RGA STRUCTURED CONFERENCE**

The purpose of the Structured Conference is for all stakeholders to engage in a collaborative decision-making process culminating in an agreed upon district performance status. All RGA Structured Conferences will be conducted on-site at the district.

All attendees will:

- be familiar with the PA Review of Goal Attainment process
- be familiar with each benchmark determination
- know the status of each benchmark in terms of met or not-met
- be familiar with or are aware of the evidence utilized to determine the benchmark statuses, and
- know the status in terms of On-Track or Off-Track for the PA.

## Who should attend the RGA Structured Conference?

It is highly recommended that the conference attendees reflect the stakeholders of the Partnership District Agreement or other vested parties as determined by the district. The fundamental premise of the Partnership District Model is to work closely with all partners to provide supports in order to increase student achievement. All signatories of the agreement should have the opportunity to participate in the structured review.

## Agenda with Suggested Timeframes

Timeframe	Conference Segment	Lead Partner
10:00 am - 10:30 am	RGA Protocol Overview	MDE
10:30 am - 12:00 pm	District Presentation	Partnership District
12:00 pm - 1:00 pm	Lunch	Designated Host
1:00 pm - 2:00 pm	Collaborative Conversation	RGA Facilitator
2:00 pm - 3:00 pm	Review Summary	RGA Facilitator

The Structured Conference schedule must be followed to ensure adequate time for completing all segments.

## Agenda Overview

### Review of Goal Attainment (RGA) Protocol

The RGA Protocol Overview is a thirty-minute presentation explaining the process for determining 18-month status. The presentation will be delivered by an MDE/OPD Representative or Designee. The purpose of the overview is to ensure consistent messaging and expectations of the RGA process.

### District Presentation

Partnership Districts will be given an hour and half to present data and evidence in support of 18-Month Benchmarks. This an opportunity for the district to tell their story of the district and school(s) success. Districts are encouraged to include results of the goal attainment self-assessment as part their presentation.

### Collaborative Conversation

The purpose of this conversation is to provide all partners the opportunity to seek clarification, ask further probing questions, and to express their position on benchmark attainment. The Collaborative Conversation will be facilitated by the RGA Facilitator. To start the conversation, the MDE will share its determinations of benchmark attainment. All partners are expected to engage in the one-hour Collaborative Conversation and efforts will be taken by the Facilitator to insure all voices are heard.

## **Review Summary**

During this section, the business rules for status determinations will be applied. Once the status determination has been established, the group will engage in discussion to agree upon next steps.

## **Roles and Responsibilities**

### **Goal Attainment Facilitator**

The role of the RGA Facilitator is to ensure that the Collaborative Conversation segment of the RGA is conducted in a professional and thoughtful manner. The MDE will identify a third-party, neutral individual to serve as the Goal Attainment Facilitator.

### **Official Recorder**

The role of the official recorder is to record each segment of the conference and to establish an official record. The official recorder will be determined in advance by the OPD.

### **Designated Host**

The MDE will collaborate with the district to determine who will be the designated host to provide lunch. The OPD will provide funds for lunch; however, the district will have to assist with local catering and set up. Districts may opt to provide lunch or have a partner provide lunch. This will be determined in advance of the review.

### **Partnership Agreement Liaison (PAL) during the RGA Structured Conference**

- Work closely with the district in securing a date for the RGA Structured Conference,
- Answer questions regarding the RGA Conference process,
- Provide technical assistance on how to identify relevant evidence to support identified goals,
- Provide context and clarity regarding submitted evidence, and
- Serve as support to district staff during the RGA Conference

## **Status Determinations**

### **On-Track Status**

On-Track Status is assigned to the Partnership Districts when all or nearly all PA Goals are met. For the next 18 months, the PA does not change, and continued supports are available. The PAL and all current supports will continue for the duration of the agreement.

### **Off-Track with Progress Status**

Off-Track with Progress Status is assigned to the Partnership Districts when some of goals are met. The PAL and all current supports will continue for the duration of the agreement.

Off-Track with Progress Status requires that the RGA Structured Conference reconvene in six to eight months. The RGA becomes a 24-month review using the 18-month benchmarks. The same process is repeated:

- six to eight-week window of evidence collection,
- RGA Structured Conference and
- a Status Determination.

Status Determinations at 24-month review may only result in an On-Track or Off-Track Status.

### **Off-Track with Limited Progress Status**

Off-Track with Limited Progress Status is assigned to the Partnership Districts when progress toward goal attainment is limited. The PAL and all current supports will continue for the duration of the agreement. Appendix A of the RGA Process Guide provides technical metric values for each status.

Off-Track with Limited Progress Status requires that the RGA Structured Conference reconvene in six to eight months. The RGA becomes a 24-month review using the 18-month benchmarks. The same process is repeated:

- six to eight-week window of evidence collection,
- RGA Structured Conference and
- a Status Determination.

Status Determinations at 24-month review may only result in an On-Track or Off-Track Status.

### Status Determinations Policy Level Descriptors

On-Track	Off-Track with Progress	Off-Track with Limited Progress
A district that is On-Track is meeting most of its benchmarks or is making progress in meeting most of its benchmarks toward improving student achievement.	A district that is Off-Track with Progress is meeting some of its benchmarks or is making progress in meeting some of its benchmarks toward improving student achievement.	A district that is Off-Track with Limited Progress is meeting few or none of its benchmarks or is making little or no progress toward improving student achievement.

### Status Determinations Performance Level Descriptors

Performance level descriptors are detailed descriptions of the characteristics of districts in each performance level.

	Performance Level Descriptor
	<b>A school that is On-Track has:</b>
<b>Method 1</b>	<ul style="list-style-type: none"> <li>Met all benchmarks</li> </ul>
<b>Method 2</b>	<ul style="list-style-type: none"> <li>Met most or all process benchmarks, and</li> <li>Met most outcome benchmarks utilizing local data</li> </ul>
<b>Method 3</b>	<ul style="list-style-type: none"> <li>Met most or all process benchmarks, and</li> <li>Met some outcome benchmarks utilizing local data (if present), and</li> <li>Met at least one state level assessment data outcome benchmark</li> </ul>
	<b>A school that is Off-Track with Progress has:</b>
<b>Method 1</b>	<ul style="list-style-type: none"> <li>Met some process benchmarks, and</li> <li>Met some outcome benchmarks utilizing local data (if present)</li> </ul>
<b>Method 2</b>	<ul style="list-style-type: none"> <li>Met some process benchmarks, and</li> <li>Met at least one outcome benchmark utilizing local data (if present), and</li> <li>Met at least one state level assessment data outcome benchmark</li> </ul>
	<b>A school that is Off-Track with limited progress has:</b>
	<ul style="list-style-type: none"> <li>Met a few or no process benchmarks, or</li> <li>Met a few or no outcome benchmarks utilizing local data, or</li> <li>Met no state level assessment data outcome benchmarks</li> </ul>

## APPENDIX J

### RGAs Performance Level Business Rule Metrics

#### 18- MONTH DISTRICT PERFORMANCE LEVEL BUSINESS RULE METRICS

REVIEW OF GOAL ATTAINMENT 18 – MONTH PERFORMANCE LEVEL BUSINESS RULES		
<b>On Track</b>		
	<b>A district that is On Track has:</b>	<b>Metric Values</b>
<b>Method 1</b>	<ul style="list-style-type: none"> <li>• Met all benchmarks</li> </ul>	<ul style="list-style-type: none"> <li>• Met 100% of all process, local, and state level assessment benchmarks</li> </ul>
<b>Method 2</b>	<ul style="list-style-type: none"> <li>• Met most or all process benchmarks, and</li> <li>• Met most benchmarks utilizing local data * applies only when no state outcomes present</li> </ul>	<ul style="list-style-type: none"> <li>• Met at least two-thirds (66.67%) of process benchmarks and</li> <li>• at least two-thirds (66.67%) of benchmarks utilizing local data</li> </ul>
<b>Method 3</b> (If state benchmark present)	<ul style="list-style-type: none"> <li>• Met most or all process benchmarks, and</li> <li>• Met some academic benchmarks utilizing local data (if present), and</li> <li>• Met some state level assessment data benchmark</li> </ul>	<ul style="list-style-type: none"> <li>• Met at least two-thirds (66.67%) of process benchmarks,</li> <li>• at least one-third (33.33%) of benchmarks utilizing local data (if present), and</li> <li>• at least one state assessment benchmark(s)</li> </ul>
<b>Off Track with Progress</b>		
	<b>A district that is Off Track with Progress has:</b>	<b>Metric Values</b>
<b>Method 1</b>	<ul style="list-style-type: none"> <li>• Met some process benchmarks, and</li> <li>• Met some benchmarks utilizing local data * applies only when no state outcomes present</li> </ul>	<ul style="list-style-type: none"> <li>• Met at least one-third (33.33%) of process benchmarks and</li> <li>• at least one-third (33.33%) of benchmarks utilizing local data</li> </ul>
<b>Method 2</b> (If state benchmark present)	<ul style="list-style-type: none"> <li>• Met some process benchmarks, and               <ul style="list-style-type: none"> <li>○ Met at least one benchmark utilizing local data (if present), and</li> <li>○ Met at least one state level assessment data benchmark</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Met at least one-third (33.33%) of process benchmarks, and               <ul style="list-style-type: none"> <li>○ at least one (1) local benchmark (if present), and</li> <li>○ at least one (1) state assessment benchmark</li> </ul> </li> </ul>
<b>Off Track with Limited Progress</b>		
	<b>A district that is Off Track with Limited Progress has:</b>	<b>Metric Values</b>
	<ul style="list-style-type: none"> <li>• Met few or none of its process benchmarks, and               <ul style="list-style-type: none"> <li>○ Met a few or none of its benchmarks utilizing local data, or</li> <li>○ Met none of its state level assessment data benchmark</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Met less than one-third (33.33%) of process benchmarks, and               <ul style="list-style-type: none"> <li>○ Less than one-third (33.3%) of its benchmarks utilizing local data, or</li> <li>○ None of its state level assessment data benchmarks</li> </ul> </li> </ul>

## APPENDIX K

### Implementation Timelines for Structured Conferences- Preparation and Follow Up Activities

Action Step	18-Month RGA <sup>1</sup>	24-Month RGA <sup>1</sup> (not always required)	36-Month EPA <sup>1</sup>
District data collection and self-assessment submission	6 week window between Sept - Nov	6 week window between Aug - Oct	6 week window between Aug - Nov
MDE Review of Evidence	4 week window between Oct - Nov	2 week window between Sept - Oct	4 week window between Sept - Nov
District reviews MDE Feedback	3 week window between Oct - Nov	1 week window between Sept - Oct	3 week window between Oct - Nov
District Presentation Preparation	4 week window between Nov - Jan	2 week window between Jul - Oct	4 week window between Sept - Nov
Structured Conference Window (specific date mutually agreed upon)	1 day between Dec - Feb	1 day between Aug - Oct	1 day between Sept - Nov
Next Steps Identified	During RGA	Within 30 days of Conference	TBD
MDE finalizes RGA/EPA Summaries	Within 30 days after the conference	Onsite or within 2 weeks after the conference	Within 30 days after the conference
District Presentation to the School Board/Board of Directors	Within 60 days after signing the RGA Summary	Within 30 days after signing the RGA Summary	Next regularly scheduled Board of Education/Board of Directors meeting

<sup>1</sup> To grant the districts adequate Lead Time, specific windows will be aligned with RGA/EPA Structured Conference dates.

## APPENDIX L

### Legislation – Section 21(h)

**State School Aid Budget – Act 108, Eff. Oct. 1, 2017; Am. 2018, Act. 265, Eff. Oct. 1, 2018**

**Sec. 21(h).**

(1) From the appropriation in section 11, there is allocated \$7,000,000.00 for 2018-2019 for assisting districts assigned by the superintendent to participate in a partnership to improve student achievement. The purpose of the partnership is to identify district needs, develop intervention plans, and partner with public, private, and nonprofit organizations to coordinate resources and improve student achievement. Assignment of a district to a partnership is at the sole discretion of the superintendent.

(2) A district assigned to a partnership by the superintendent is eligible for funding under this section if the district includes at least 1 school that has been rated with a grade of "F", or comparable performance rating, in the most recent state accountability system rating, that is not under the supervision of the state school reform/redesign office, and that does all of the following:

(a) Completes a comprehensive needs evaluation in collaboration with an intermediate school district, community members, education organizations, and postsecondary institutions, as applicable and approved by the superintendent, within 90 days of assignment to the partnership described in this section. The comprehensive needs evaluation shall include at least all of the following:

- (i) A review of the district's implementation and utilization of a multi-tiered system of supports to ensure that it is used to appropriately inform instruction.
- (ii) A review of the district and school building leadership and educator capacity to substantially improve student outcomes.
- (iii) A review of classroom, instructional, and operational practices and curriculum to ensure alignment with research-based instructional practices and state curriculum standards.

(b) Develops an intervention plan that has been approved by the superintendent and that addresses the needs identified in the comprehensive needs evaluation completed under subdivision (a). The intervention plan shall include at least all of the following:

- (i) Specific actions that will be taken by the district and each of its partners to improve student achievement.
- (ii) Specific measurable benchmarks that will be met within eighteen months to improve student achievement and identification of expected student achievement outcomes to be attained within 3 years after assignment to the partnership.

(c) Crafts academic goals that put pupils on track to meet or exceed grade level proficiency.

(3) Upon approval of the intervention plan developed under subsection (2), the department shall assign a team of individuals with expertise in comprehensive school and district reform to partner with the district, the intermediate district, community organizations, education organizations, and postsecondary institutions identified in the intervention plan to review the district's use of existing financial resources to ensure that those resources are being used as efficiently and effectively as possible to improve student academic achievement. The superintendent of public instruction may waive burdensome administrative rules for a partnership district for the duration of the partnership agreement.

(4) Funds allocated under this section may be used to pay for district expenditures approved by the superintendent to improve student achievement. Funds may be used for professional development for teachers or district or school leadership, increased instructional time, teacher mentors, or other expenditures that directly impact student achievement and cannot be paid from existing district financial resources. An eligible district shall not receive funds under this section for more than 3 years. Notwithstanding section 17b, payments to eligible districts under this section shall be paid on a schedule determined by the department.

(5) The department shall annually report in person to the legislature on the activities funded under this section and how those activities impacted student achievement in eligible districts that received funds under this section. To the extent possible, participating districts receiving funding under this section shall participate in the report.

# APPENDIX M

## Section 21h Application Scoring Guidelines - Fiscal Year (FY) 2020

This document aligns and embeds previous application guidelines and scoring rubric with the new MEGS+ Application process.

**Application Window: August 1<sup>st</sup> – 29<sup>th</sup>.** As the State budget is not yet finalized, this window has been extended through August 29, 2019.

Submitted Section 21h Applications go through three review levels. Awarded funds are communicated to districts by the Office of Partnership Districts (OPD) according to the Time and Calendar for Section 21h (See Appendix O- OPD Comprehensive Guide).

<b>Partnership Agreement Liaison (PAL) Review Level for Application</b>			
<b>Indicator</b>	<b>Scoring</b>		
	<b>Yes</b>	<b>No</b>	<b>Comments Other Information</b>
1. Each Budget Item request is aligned to specific Partnership Agreement Benchmarks/Goals in the Partnership Agreement.	2	0	
2. District Leaders worked with assigned PAL to generate allowable funding requests.	2	0	
3. The District is free from any Section 21h fiscal and/or program compliance issues.	5	0	
4. Application and supporting documentation (PA Agreement, Matching Funds, Prior Section 21h Funding Effectiveness Impact) is complete, no additional information is needed by the review team.	1	0	
5. Cover Page is accurate.	1	0	
6. Assurances have been reviewed.	1	0	
7. Contact Information is accurate.	1	0	
<b>Sub Total for PAL Review Level</b>			
<b>Partnership Funding Stream Committee (PFSC) Review Level for Individual (Budget) Line Item Requests</b>			
Each Budget Item Request receives a score for indicators 1 through 7. The total score of all indicators are averaged for each Budget Item Request.			
<b>Indicator</b>	<b>Scoring</b>		
	<b>Yes</b>	<b>No</b>	<b>Comments Other Information</b>
1. Function Code(s) is/are accurate.	1	0	
2. There is alignment between selected level of expense and budget request/narrative.	3	0	
3. Reference to PA Goal/Benchmark is valid.	1	0	
4. Effectiveness Metric is clearly defined and appropriate.	10	0	
5. Budget narrative is clear and includes: unit, number of units, unit costs, timeframe for implementation (e.g. 6 weeks, 10 months) time period of implementation, and other details such as curriculum, names of proprietary products or services.	5	0	
6. Clear Reference to PA Goal/Benchmark is clear, includes an excerpt from the PA including the page number.	5	0	
7. Salaries, benefits, and/or purchased services request is reasonable.	4	0	
<b>Average Score of all Indicators. (This is completed for each Budget Item Request.)</b>			
8. Matching Funds documentation is acceptable.	3	0	
<b>Sub Total for PFSC Review Level (Totals of averages of Indicators 1-7 for each Budget Item Request + Indicator 8)</b>			

<b>Executive Team Review Level for Individual (Budget) Line Item Requests</b>			
<b>Indicator</b>	<b>Scoring</b>		
	<b>Yes</b>	<b>No</b>	<b>Comments Other Information</b>
1. A/Some Budget Item Request(s) is/are administrative.	5	10	
2. Effectiveness Data to support prior funding is acceptable.	10	5	
3. The District is free from any and all fiscal and/or program compliance issues.	5	0	
<b>Sub Total for Executive Team Review Level</b>			
<b>Grand Totals for All Three Review Levels</b>			

# APPENDIX N

## **Section 21(h) Fiscal and Program Compliance**

The purpose of this document is to provide districts with guidance around the compliance requirements of the MCL 388.1621(h) grant. It serves as a guide for monitoring and supporting activities conducted by the OPD. Examples of evidence of implementation at the school-level and at the district-level are provided. Examples of evidence are intended as a “guide” and should not be considered a restricted list. Fiscal and program implementation are reviewed annually in June to assess the effectiveness of grant funded activity.

### **Fiscal and Program Monitoring**

The fiscal review is conducted during the month of the June. However, MDE reserves the right to schedule the fiscal review at other times when necessary. The following items, at a minimum, should be available for review during the fiscal review. (These items will encompass all of the *Examples of Evidence* as noted in the chart below). Evidence should be provided to demonstrate the district is implementing and evaluating the required components of the funded activity.

- Board minutes
- Copies of approved 21(h) application and all related budget amendments
- Personnel information
  - List of 21(h) personnel
  - Job descriptions
  - Copies of contracts for 21(h) employees
  - Time and attendance records
  - Payroll Distribution Report
- Evidence of expenditures
  - LEA purchasing policy and procedures
  - District detailed budget report
  - Purchase orders, contracts, invoices, etc. available on site and/or upon request
  - Bids for goods and services
- Evaluation of bids, contracts, and/or awards
  - Proof of advertisements (method of dissemination or posting, and length of posting)
  - Evaluation documentation
  - Documentation of board approval of award or contract
- Cash management
  - Documentation to support request for funds
- Fixed assets
  - Fixed asset inventory of equipment purchased with 21(h) funds by building and room location

## APPENDIX O

### Timeline & Calendar for Section 21(h) Application

<b>Action Item</b>	<b>2019 Deadlines/ Implementation Date</b>	<b>Where or How?</b>	<b>Responsible Party</b>
Notification of One Application Window	Late May	OPD Memorandum	OPD Director PALs
Overview of Section 21(h) Application and Process	June and July	During District Visits	PALs
Fiscal Reviews of Funds	June 1 – July 31 <ul style="list-style-type: none"> <li>District submission</li> <li>OPD Review</li> <li>Action as Necessary</li> </ul>	MEGS+	ARE
Application Window and Due Date	August 1 <sup>st</sup> – 29 <sup>th</sup>	MEGS+	Districts ARE PALs
Application Review	August 16 <sup>th</sup> – September 30 <sup>th</sup> <ul style="list-style-type: none"> <li>Fiscal Committee Approval</li> <li>State Superintendent Approval</li> </ul>	MDE	Fiscal Committee ARE PALs
Grant Funds Available to the MDE	October 1 <sup>st</sup>	Email via MEGS+	OPD Director State Superintendent
Award Notices Communicated to Districts	October 2019	OPD	OPD
Amendment Window 1 – Submission	November 11 <sup>th</sup> through 29 <sup>th</sup>	MEGS+	Districts PALs and ARE OES Field Consultant
Amendment Window 2 – Submission	March 2 <sup>nd</sup> through March 13 <sup>th</sup>	MEGS+	Districts PALs ARE OES Field Consultant
Fiscal Reviews for 2020 Funds	June 3 <sup>rd</sup> through June 14 <sup>th</sup>	MEGS+	ARE

# APPENDIX P

## Section 21(h) Frequently Asked Questions (FAQ)

### Application Process

#### **1. Where can districts access the Section 21(h) application, directions for completing it, and the rubric?**

Partnership Districts can apply annually for Section 21(h) funds. The Section 21(h) Application platform and directions are located in MEGS+. Districts will need to ensure the person(s) completing the application has the appropriate permission level within Michigan Education Information System (MEIS). The rubric can be found in the OPD Comprehensive Guide Appendix.

#### **2. Who do districts contact with questions about application requests, completion, and/or submission?**

Districts are to work closely with their assigned PAL on all Section 21(h) requests. PALs will assist districts in identifying appropriate requests that are aligned to PAs, and provide technical assistance on completing and submitting the application.

#### **3. Who besides the PAL should review the district's Section 21(h) application prior to submission?**

It is recommended that districts ask their MDE Regional Educational Consultant, ISD/RESA, and/or other relevant partner(s) to review the application prior to submission. These individuals may also be helpful during the application completion process.

#### **4. What types of things (e.g. materials, personnel, programs) can a Partnership District request?**

Section 21(h) funds may be used to support PA Goals and are in alignment with one or more of the following categories:

- Professional development for teachers, district or school leadership,
- Increased instructional time,
- Teacher mentors, or
- Other expenditures that **directly** impact student achievement

There is no set list of approved requests. Districts are to work with their assigned PALs for guidance on specific requests. Direction will be provided on a case by case basis.

## **Awards**

### **5. What amount may a district request? How is the amount awarded to each district determined?**

The current amount allocated for Section 21(h) funding is \$7,000,000 for all Partnership Districts. Section 21(h) is not a formula grant. The amount awarded to each district is dependent upon available funding, alignment to their PA, district needs and the application rubric.

### **6. Who makes the final determination on the amount awarded?**

The State Superintendent makes the final determination.

### **7. What is the notification process and timeline for the Section 21(h) application status?**

A timeline and calendar for Section 21(h) application completion, approval notification, and amendment process can be found in the OPD Comprehensive Guide Appendix.

### **8. When and where will districts access awarded Section 21(h) funds?**

Section 21(h) funds will be accessed through the Cash Management System (CMS), once approved.

### **9. Can districts appeal the amount of Section 21(h) funding awarded/not awarded?**

There is not a Section 21(h) appeal process.

### **10. Is there an amendment process to the Section 21(h) award received?**

Districts may request to amend the use of their Section 21(h) award. They are to work closely with their assigned PAL and complete the Section 21(h) Amendment template located in the OPD Comprehensive Guide Appendix.

### **11. Must a district spend all previously awarded Section 21(h) funds before applying for more?**

Not necessarily. Some Section 21(h) funds will be spent over the span of the three-year PA. An existing award may need to be amended if the award amount has not been spent at all (e.g. a district has been unable to secure a person for a position funded by Section 21(h) funds). Districts are to work closely with their assigned PAL for direction.

**12. Can districts utilize awarded Section 21(h) funds for any school within the district or only those identified as CSI and listed in the Partnership Agreement?**

Section 21(h) funds can be used for any school listed within the PA, however, as previously explained, the objective of Section 21(h) is to support the attainment of PA Goals. It may be difficult for districts to prove how schools not listed within the PA support goal attainment.

**13. Can 21(h) funding be rescinded by MDE? If so, for what reasons?**

Any unallowable use of funds shall be recaptured by the MDE with the possible penalty of forfeiting future Section 21(h) funding.

# SUPPLEMENTARY INFORMATION

## List of Acronyms

ARE	Accountability, Research & Evaluation
ATS	Additional Targeted Support
CGP	Conditional Growth Percentile
CNA	Comprehensive Needs Assessment
CSI	Comprehensive Support and Improvement
CTPC	Critical Thinking Partners Corp
EPA	Evaluation of Partnership Agreement
ESSA	Every Student Succeeds Act
FAST	Focused Assistance & Support Team
FAY	Full Academic Year
ISD/RESA	Intermediate School District
LEA	Local Education Agency
MDE	Michigan Department of Education
MEGS+	Michigan Electronic Grants System Plus
MGP	Mean Growth Percentile
MTSS	Multi-Tiered Systems of Support
NLA	Next Level of Accountability
OPD	Office of Partnership Districts
PA	Partnership Agreement
PAL	Partnership Agreement Liaison
PSA	Public School Academy
RESA	Regional Educational Service Agency
RGA	Review of Goal Attainment
SPO	Student Performance Outcomes
TSI	Targeted Support and Improvement

# SUPPLEMENTARY INFORMATION

## Glossary

**Composite Index Score:** The degree to which Michigan schools are meeting performance targets in six areas required by ESSA (assessment participation, proficiency, growth, graduation rate, English Learner progress, and school quality/school success). A school's index value can range from 0-100, with a score of 100 indicating a school has met or exceeded targets in every area and for each student subgroup. The Index System identifies low-performing schools in three federally required categories: Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support (ATS). Michigan School Index System: [www.mischooldata.org](http://www.mischooldata.org)

**Comprehensive Needs Assessment (CNA):** A Comprehensive Needs Assessment (CNA) is the first step in developing a school or district improvement plan. Improvement teams gather and study multiple sources of data and information. Through a CNA process, thoughtful conclusions are drawn from what is going well (strengths) and what needs improvement (challenges). These conclusions drive the development/refinement of goals, measurable objectives, strategies, and activities.

**Evaluation of Partnership Agreement (EPA):** A final analysis of the entire Partnership Agreement (PA). The EPA is a multi-phased process designed to evaluate the results of the PA culminating in a successful completion of the PA or application of NLA.

**Goal Assessment/Self-Assessment:** A reflection of completion toward PA Benchmarks and Goals based upon submitted evidence supporting the district's implementation of the PA.

**MIBLSI:** Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) helps districts implement an integrated behavior and reading Multi-Tiered System of Support (MTSS) in its schools. The MTSS helps students become better readers and use appropriate behavior, which results in increased student success in the school and the community.

**MI Excel Statewide System of Support:** A MDE partner providing support and services to schools identified Continuous Support and Improvement (CSI) schools through the ISD/RESA Regional Assistance Grant Service Plans. Several districts throughout the state utilize the MI Excel Blueprint to implement systemic reconfiguration for the purpose of educating every child.

**Michigan Electronic Grant System Plus (MEGS+):** An online platform system used by Michigan districts/schools to create, manage, submit, track and amend grant applications and monitoring reports.

**Multi-Tiered System of Supports (MTSS):** A comprehensive framework comprised of a collection of research-based strategies designed to meet the individual needs and assets of the whole child. MTSS intentionally interconnects the education, health, and human service systems in support of successful learners, schools, centers, and community outcomes. MDE identifies five essential components of MTSS:

- Team-based leadership
- Tiered delivery system
- Selection and implementation of instruction, interventions and supports
- Comprehensive screening & assessment system
- Continuous data-based decision making

**Next Level of Accountability (NLA):** Explains the next action steps should a Partnership District fail to meet the PA goals.

**On-Track:** A Review of Goal Attainment (RGA) status when a district is meeting **most** of its benchmarks or is making progress in meeting most of its goals toward improving student achievement as defined in the School Performance Level Metrics.

**Off-Track with Progress:** An RGA status when a district met **some** benchmarks as defined in the School Performance Level Metrics.

**Off-Track with Limited Progress:** An RGA status when a district met **few or none** of its benchmarks toward goal attainment as defined in the School Performance Level Metrics.

**Outcome Goals and Benchmarks (Student Outcomes):** Statements in the PA explaining the actions directly impacting student academic achievement and actions indirectly impacting student achievement (whole-child behaviors: health, nutrition, behavior, and social/emotional).

**Partners/Community Partners:** Public or private/nonprofit organizations that can provide resources to improve student achievement and identified as such during the Initial Partnership Meeting. Examples include: MI Excel Blueprint, MIBLSI, local Community Health Department, ISD/RESA, Boys and Girls Club of America, local libraries, and places of worship.

**Partnership Agreement (PA):** A collaboratively created document in partnership between a district, ISD/RESA, local School Board and the MDE outlining goals, benchmarks and partner responsibilities to improve district systems and help communities provide each student with the access and opportunity for a quality education.

**Partnership District:** A district with low performing schools as identified by the Composite Index Score.

**Partnership District Model:** The MDE model is a collaborative, less-compliant method established to facilitate academic achievement improvements for the lowest-performing districts, while also building the capacity of the district and its' partners to sustain turnaround efforts.

**Process Goals and Benchmarks (System Processes):** Statements in the PA explaining the adult actions resulting in the creation and implementation of systems to sustain improved student educational outcomes.

**Review of Goal Attainment (RGA):** A collaborative review of PA benchmarks taking place at 18 months and 24 months (not always required). It is a multi-phased process designed to collect, review, and discuss evidence for the purposes of determining PA goal attainment.

**Section 21(h):** Allocated funds for Partnership Districts to support attainment of PA goals and in alignment with one or more of the following categories:

- Professional development for teachers, district or school leadership,
- Increased instructional time,
- Teacher mentors, or
- Other expenditures that directly impact student achievement

**Strategic Plan:** A district level plan defining the mission and vision of the district, short- and long-term goals, and the plan for implementation, evaluation and improvement.

**Structured Conference:** A collaborative decision-making process comprised of stakeholders from the Partnership District, partners ISD/RESA, and the MDE culminating in an agreed upon RGA/EPA status.

# SUPPLEMENTARY INFORMATION

## Current List of Partnership Districts

Round	Partnership District Name	ISD/RESA Association
1	Bridgeport-Spaulding Community School District	Saginaw ISD/RESA
1	Detroit Public School Community District	Wayne RESA
1	Eastpointe Community Schools	Macomb ISD/RESA
1	Kalamazoo Public Schools	Kalamazoo RESA
1	Muskegon Heights Public School Academy System	Muskegon Area ISD/RESA
1	Pontiac City School District	Oakland Schools
1	River Rouge, School District of the City of	Wayne RESA
1	Saginaw, School District of the City of	Saginaw ISD/RESA
2	American International Academy	Wayne RESA
2	Battle Creek Public Schools	Calhoun ISD/RESA
2	David Ellis Academy	Wayne RESA
2	Henry Ford Academy: School for Creative Studies (PSAD)	Wayne RESA
2	Lansing Public School District	Ingham ISD/RESA
2	Mildred C. Wells Preparatory Academy	Berrien RESA
2	Wayne-Westland Community School District	Wayne RESA
3	Baldwin Community Schools	West Shore ESD
3	Detroit Leadership Academy	Wayne RESA
3	Detroit Public Safety Academy	Wayne RESA
3	Ecorse Public Schools	Wayne RESA
3	El-Hajj Malik El-Shabazz Academy	Ingham ISD/RESA
3	Flint, School District of the City of	Genesee ISD/RESA
3	GEE Edmonson Academy	Wayne RESA
3	Genesee STEM Academy	Genesee ISD/RESA
3	Grand Rapids Public Schools	Kent ISD/RESA
3	Great Lakes Academy	Oakland Schools
3	Insight School of Michigan	Eaton RESA
3	Joy Preparatory Academy	Wayne RESA
3	Macomb Montessori Academy	Macomb ISD/RESA
3	Muskegon, Public Schools of the City of	Muskegon Area ISD/RESA
3	Saginaw Preparatory Academy	Saginaw ISD/RESA
3	Sarah J. Webber Media Arts Academy	Oakland Schools
3	Southwest Detroit Community School	Wayne RESA
3	William C. Abney Academy	Kent ISD/RESA

# SUPPLEMENTARY INFORMATION

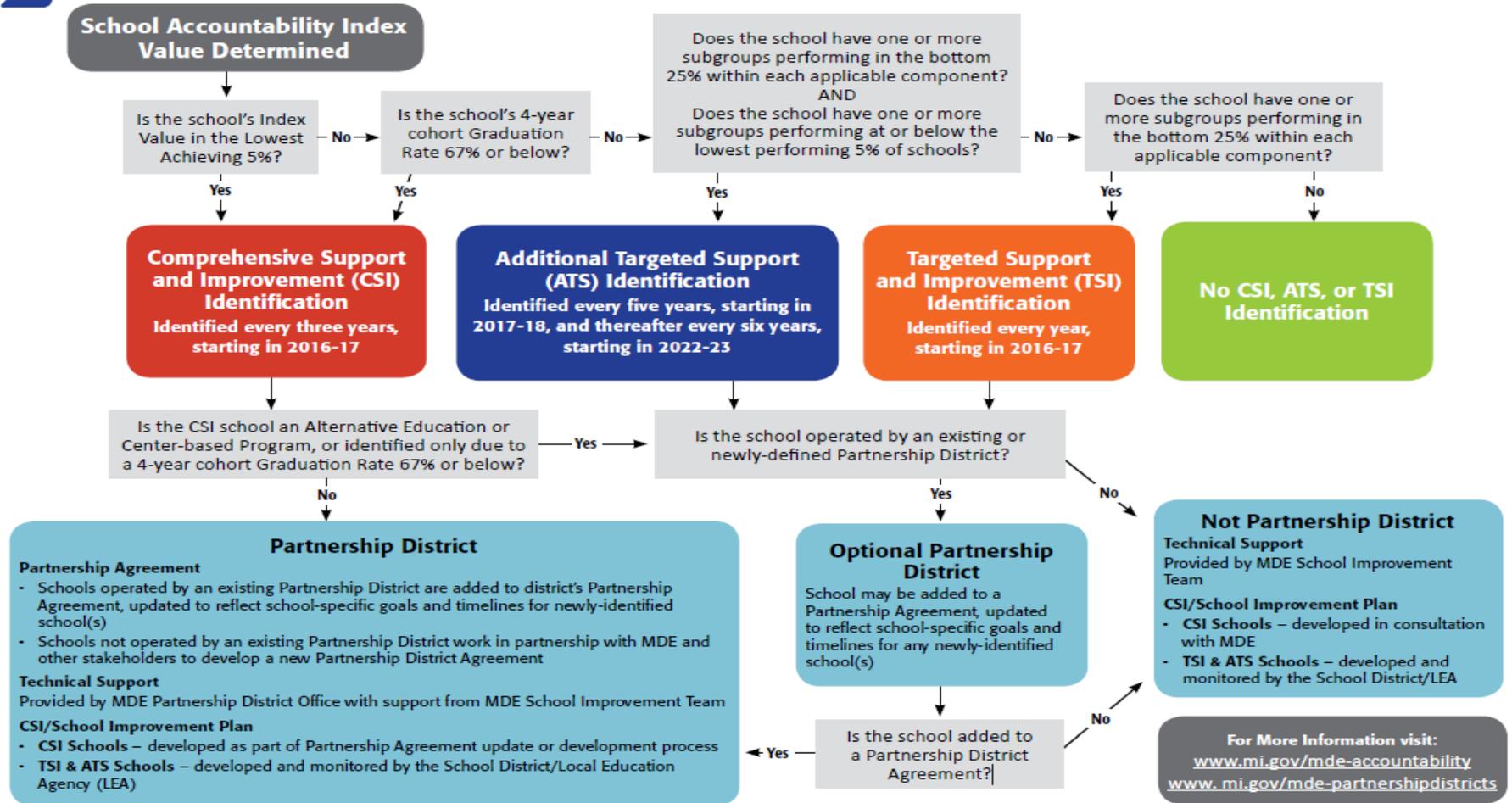
## Office of Partnership Districts Contact Sheet

Staff Name	Email Address	Phone
<b>Pearson, William</b> Director	<a href="mailto:PearsonW1@michigan.gov">PearsonW1@michigan.gov</a>	Office: 517-284-6970 Cell: 248-444-4524
<b>Baynes, Jill</b> Office Manager	<a href="mailto:BaynesJ@michigan.gov">BaynesJ@michigan.gov</a>	Office: 517-284-6972
<b>Chapman, Gloria</b> Assistant Director	<a href="mailto:ChapmanG1@michigan.gov">ChapmanG1@michigan.gov</a>	Office: 517-241-3491 Cell: 517-388-1746
<b>Cunningham-Powell, Louretta</b> Partnership Agreement Liaison	<a href="mailto:Cunningham-PowellL@michigan.gov">Cunningham-PowellL@michigan.gov</a>	Office: 517-284-6975 Cell: 517-256-9976
<b>Davis, Kimberly</b> Partnership Agreement Liaison	<a href="mailto:DavisK45@michigan.gov">DavisK45@michigan.gov</a>	Office: 517-284-6986 Cell: 517-256-5743
<b>Francisco, Lisa</b> Partnership Agreement Liaison	<a href="mailto:FranciscoL@michigan.gov">FranciscoL@michigan.gov</a>	Office: 517-284-6987 Cell: 517-243-7179
<b>Friday, Kinyel</b> FAST Zone Analyst	<a href="mailto:FridayK@michigan.gov">FridayK@michigan.gov</a>	Office: 313-456-2281
<b>Ganakas, Gail</b> FAST Zone Contractor	<a href="mailto:GanakasG@michigan.gov">GanakasG@michigan.gov</a>	Office: 517-241-1370
<b>Gardner, Althanie</b> FAST Zone CTE Specialist	<a href="mailto:GardnerA10@michigan.gov">GardnerA10@michigan.gov</a>	Office: 313-456-2277 Cell: 517-897-7536
<b>Harris, Eleanor</b> FAST Zone Partnership Agreement Liaison	<a href="mailto:HarrisE8@michigan.gov">HarrisE8@michigan.gov</a>	Office: 313-456-6770 Cell: 517-420-3502
<b>LaDue, Daniel</b> ARE Unit Supervisor	<a href="mailto:LaDueD@michigan.gov">LaDueD@michigan.gov</a>	Office: 517-284-6971 Cell: 517-290-2581
<b>Riggle, Sheri</b> Department Analyst Trainee	<a href="mailto:RiggleS@michigan.gov">RiggleS@michigan.gov</a>	Office: 517-284-6974
<b>Schummer, Paul</b> Partnership Agreement Liaison	<a href="mailto:SchummerP@michigan.gov">SchummerP@michigan.gov</a>	Office: 517-284-6973 Cell: 517-242-2062
<b>Teasley, Traci</b> Partnership Agreement Liaison	<a href="mailto:TeasleyT@michigan.gov">TeasleyT@michigan.gov</a>	Office: 517-284-6979 Cell: 517-388-9518
<b>White-McPhaul, Cynthia</b> FAST Zone Manager	<a href="mailto:WhiteC10@michigan.gov">WhiteC10@michigan.gov</a>	Office: 313-456-2276
<b>Williamson, Tara</b> FAST Zone Data Technician	<a href="mailto:WilliamsonT2@michigan.gov">WilliamsonT2@michigan.gov</a>	Office: 313-456-0011

# SUPPLEMENTARY INFORMATION



## School Accountability Identification Flow Chart



Revised: 02-07-19

# SUPPLEMENTARY INFORMATION

## Legislation – Section 22p

### **State School Code - Public Act 265 - June 28, 2018**

#### **Sec. 22p**

In order to receive funding under section 22b, a district or public school academy that has a signed partnership agreement with the department must meet both of the following:

(a) Amends the partnership agreement to include measurable academic outcomes that will be achieved after 18 months and after 36 months from the date the agreement was originally signed. Measurable academic outcomes under this subdivision must include outcomes that put pupils on track to meet or exceed grade level proficiency.

(b) Amends the partnership agreement to include accountability measures to be imposed if the district or public school academy does not achieve the measurable academic outcomes under subdivision (a) for a school subject to a partnership agreement. Accountability measures under this subdivision may include either the closure of the school at the end of the current school year or the reconstitution of the school in a final attempt to improve student educational performance or to avoid interruption of the educational process. For a public school academy that amends a partnership agreement under this subdivision, the amended agreement must include a requirement that if reconstitution is imposed on a school that is operated by the public school academy and that is subject to the partnership agreement, the school shall be reconstituted as described in section 507 of the revised school code, MCL 380.507. For a district that amends a partnership agreement under this subdivision, the amended agreement must include a requirement that if reconstitution is imposed on a school that is operated by the district and that is subject to the partnership agreement, all of the following apply:

(i) The district shall make significant changes to the instructional and noninstructional programming of the school based on the needs identified through a comprehensive review of data.

(ii) The district shall replace at least 25% of the faculty and staff of the school.

(iii) The district shall replace the principal of the school, unless the current principal has been in place for less than 3 years and the board of the district determines that it is in the best interests of the district to retain current school leadership.

(iv) The reconstitution plan for the school shall require the adoption of goals similar to the goals included in a partnership agreement, with a limit of 5 years to achieve the goals. If the goals are not achieved within 5 years, the superintendent of public instruction shall either impose a second reconstitution plan on the school or close the school.

The Michigan Department of Education is an equal opportunity provider.