

Frequently Asked Questions

Michigan Department of Education - Office of Partnership Districts

1. Are there Comprehensive Support and Improvement (CSI) schools not in Partnership Agreement?

Yes. Schools identified as CSI not in partnership apply to:

- schools identified for CSI due to failure to exit Additional Targeted Support (ATS) (e.g., in 2022) and not in the bottom 5%
- alternative education schools per MDE definition
- virtual schools per MDE definition

2. Could a school currently identified as ATS become CSI in 2025 identification cycle if the school's index is in the bottom 5% or a grad rate less than 67%?

No. Schools meeting CSI entrance criteria are not eligible for ATS early exit. Schools meeting bottom 5% or graduation rate at/below 67% are not eligible for ATS early exit and so will remain ATS through the end of the six-year cycle (2028).

3. Will surveys be used in the partnership process?

Yes. Surveys will be used to gather feedback and understand progress.

4. Should Partnership Agreement Liaisons (PALs) and ISD/RESA designees meet before the district introduction meeting?

Yes. A pre-meeting is recommended to present a unified, collaborative front. Assigned PALs will connect with the ISD/RESA designees to schedule a time.

5. Should districts focus on English Language Arts (ELA) or mathematics?

Districts should focus on both. Districts are expected to emphasize ELA and mathematics based on student need, MI Index tracking, and ESSA requirements.

6. Can districts access the Internal OPD Michigan Integrated Continuous Improvement Process (MICIP) Planning Template and Areas of Inquiry Resource Tools?

Yes. These internal tools are designed to guide OPD PALs in collaborative needs assessment sessions with partnership districts. Districts and/or ISDs/RESAs may receive aligned guidance through their PAL.

7. Will there be another opportunity for a Resource Allocation Review (RAR) presentation?

Yes. MDE-Financial Independence Team Consultant is available to schedule a support webinar for ISD/RESAs, PALs, and districts.

8. If selected for a [Periodic-Resource Allocation Review \(P-RAR\)](#), who will facilitate this?

MDE-Financial Independence Team Consultant will facilitate the P-RAR for districts assigned to partnership that meet the criteria for completing a P-RAR. The P-RAR occurs following the 2025 MI School Index public release.

9. What is the minimum requirement for goals, benchmarks, and outcomes in the agreement?

Districts must include a minimum of one goal area in MICIP. Goal area(s) must include aligned 18-month ITBs and 36-month ETOs. Requirements for benchmarks and outcomes are:

- state assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome that put pupils on track to meet or exceed grade level proficiency
 - the increase shall be based upon the current value and an increase that would likely result in a Michigan School Index score above the bottom 5%, minimally a three (3) percentage point increase in proficiency from the baseline
- state assessments or local benchmark assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome measuring growth

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- **buildings serving K-8 must use local assessment as required by law** ([MCL - Section 388.1704h - Michigan Legislature](#))
- buildings serving 9-12 can use local or state assessments
- at least one 18-month interim target benchmark and an aligned 36-month end target outcome that addresses literacy
- at least one 18-month interim target benchmark and an aligned 36-month end target outcome that addresses mathematics
- at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses attendance rates.
- at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses graduation rate (if applicable)
- at least one 18-month interim target benchmark and aligned 36-month end target outcome that utilizes process data

10. Is there a requirement to show proficiency increases?

Yes. Proficiency improvement is required and monitored through the Michigan School Index and ESSA. Proficiency improvement is required for schools to exit CSI status. In accordance with ESEA section 1111(c)(4)(A) and the Michigan Consolidated State Plan, SEAs establish long-term goals for improved academic achievement, as measured by proficiency on the annual statewide reading/language arts and mathematics assessments.

Additionally, state statute MCL 388.1621h(2)(c) requires partnership districts to “craft academic goals that put pupils on track to **meet or exceed grade-level proficiency** and MCL 388.1622p(1)(a)(i) states that districts must have “outcomes that put pupils on track to **meet or exceed grade-level proficiency.**”

11. Are process Interim Target Benchmarks and End Target Outcomes required?

Yes. Section II of the partnership agreement indicates a district will identify at least one Interim Target Benchmark and aligned 36-month End Target Outcome that utilizes process data.

12. Can a process benchmark/outcome satisfy the graduation rate benchmark/outcome requirement?

No. Schools within the partnership agreement that graduate students are required to have an academic benchmark and outcome that measures graduation rate data. If CSI identification is based on graduation rate, the district must use the four-year graduation rate. Otherwise, the four-, five-, or six-year rates may be used.

13. What information is included in the MICIP Approximate Minimum End Target Measure (ETM) Report for each district?

OPD will provide each district with a MICIP ETM Report that estimates school-level targets that would likely result in the value exceeding the bottom 5% for the following indicators:

- Attendance
- Graduation Rate
- ELA Proficiency & Growth
- Math Proficiency & Growth

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14. Who provides support to partnership district schools that are identified for CSI, ATS, or TSI, but are not in the agreement?

PALs provide support to all schools in a district that has a partnership agreement inclusive of CSI, ATS, or TSI. Section XIV B of the Partnership Agreement and Section Two of the Comprehensive Guide explain the OPD PAL provides support to these partnership district schools not in the agreement.

15. What are ways ISD/RESAs provide support to partnership districts?

Ways ISD/RESAs provide support are:

- Tailored support based on each district's comprehensive needs assessment
- A Continuous Improvement Facilitator/Consultant to guide planning, implementation, and problem-solving
- Rigorous data-driven accountability and evaluation in collaboration with OPD. Using data and systems to ensure districts monitor progress and adjust improvement plans to meet benchmarks and outcomes
- Resource allocation support and assistance to ensure the Regional Assistance Grant (RAG) meets CSI building needs
- Coordination of partnerships and technical assistance
- Connect districts with coaches and professional learning
- Provide ongoing communication and networking opportunities to ensure districts can access available opportunities to strengthen their implementation of evidence-based strategies
- Ensure continuous collaboration, shared learning, and capacity building among districts, ISDs, and OPD staff

16. Where is the CSI Plan generated and when is it due?

The CSI Plan is generated from the MICIP Platform. Through MDE Coordinated Supports, the OPD and OES Directors will work to align messaging for clarity. The due date for the 2025 Identification Cycle is June 5, 2026.

17. Is it important to identify more than one accountability measure?

Yes. Having more than one accountability measure provides partnership districts options if an accountability measure must be imposed.

State statute **requires a traditional district** assigned as a partnership district to include the **reconstitution of the school** [MCL Section 388.1622p]. A **PSA** assigned as a partnership district, **may** include the **reconstitution of the school** [MCL Section 388.1622p].

Additional accountability measure examples are:

- Significant changes to the instructional and curricular programming
- A review of building leadership
- Similar goals, benchmarks, and outcomes in the new partnership agreement
- A change or modification to school governance

18. What are the allowable uses of Section 21(h) funds?

The allowable uses of funds are:

- professional development for teachers or district or school leadership
- increased instructional time
- teacher mentors
- literacy,
- numeracy,
- reducing K-3 class size
- reducing chronic absenteeism, or

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- other expenditures that directly impact student achievement and cannot be paid from existing district financial resources

When making application requests, districts should:

- Collaborate with the PAL for technical assistance
- Ensure line items align with the partnership agreement
- Understand the district has a finite amount of funds and that larger line-item requests within the district's application impact smaller line-item requests
- Understand approved staff retention/bonus requests distribution must impact staff retention for school years 2026-27, 2027-28, and/or 2028-29

Final Section 21(h) request approval remains at the discretion of the State Superintendent.