

PARTNERSHIP DISTRICT COMPREHENSIVE GUIDE

DECEMBER 2025



Office of Partnership Districts

Michigan Department of Education

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Fourth Floor

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Section One - Overview

The Partnership District Model

In 2017, the Michigan Department of Education (MDE) launched the Partnership District model to provide targeted support for districts with low-performing schools identified for Comprehensive Support and Improvement (CSI), in alignment with federal requirements under the Every Student Succeeds Act (ESSA) - [Michigan's Consolidated State Plan Under ESSA](#). This model continues to play a vital role in advancing the goals outlined in [Michigan's Top 10 Strategic Education Plan \(SEP\)](#).

The Partnership District model emphasizes collaboration to improve student achievement in schools identified for comprehensive support. Its primary objectives are to help districts:

- Support school turnaround efforts
- Strengthen district-level systems
- Engage multiple stakeholders in the improvement process
- Establish their own goals, benchmarks, and measures of progress

Partnership agreements (PA) are developed jointly by local districts, intermediate school districts (ISDs), charter school authorizers (if applicable), and the MDE. These agreements aim to raise student achievement by leveraging both local and state resources to ensure every student has access to a high-quality education.

The Office of Partnership Districts (OPD) provides tiered technical support tailored to each district's needs. The intensity and focus of support are based on several factors, including:

1. Reason for Partnership Agreement and CSI identification
2. Quality of curriculum and instructional practices
3. Implementation of a Multi-Tiered System of Supports (MTSS)
4. Capacity of administrative and teaching staff
5. Effectiveness of resource allocation
6. Support capacity of the ISD or RESA

This document serves as a comprehensive guide for partnership districts on the:

- Partnership District Model
- OPD Operations
- Partnership Agreement Development
- 18-month Benchmark Review
- Completing the Partnership Agreement
- Section 21(h) Funds

Michigan School Index and Federal Support Categories

The Michigan School Index is used to identify schools for support to improve student academic achievement per ESSA requirements. The Michigan School Index:

- differentiates all schools
- uses seven weighted components
- disaggregates all components by student subgroups
- identifies federal support categories, including Comprehensive Support and Improvement (CSI), Additional Targeted Support (ATS), and Targeted Support and Improvement (TSI)

Schools are identified for [Comprehensive Support and Improvement](#) if they meet any of the following criteria:

- The school is in the bottom 5% of schools in Michigan
- OR is a high school with a four-year graduation rate of 67% or less
- OR was in a CSI cohort but did not meet the CSI exit criteria
- OR was in an ATS cohort but did not meet ATS exit criteria, and so supports are elevated to CSI

Partnership District Assignment and Completion

Appendices A, B, D, and F outline criteria for partnership district assignment, the partnership agreement timeline, State legislation references, and pathways for completing the partnership agreement. Districts that meet the criteria are assigned to a partnership for a three-year period.

Section Two - OPD Operations and Structure

MDE MISSION

Support learning and learners.

MDE VISION

Every learner in Michigan’s public schools will have an inspiring, engaging, and caring learning environment that fosters creative and critical thinkers who believe in their ability to positively influence Michigan and the world beyond.

OPD’s Theory of Action

If the Office of Partnership Districts provides support, reduces barriers, and connects the partnership district to resources in the spirit of collective responsibility, **then** district leaders will focus their improvement efforts through data-informed decisions, strategic deployment of resources, and implementation of evidence-based practices, **so that** the partnership district can achieve its identified goals.

Structure

The Office of Partnership Districts (OPD) is supported by two main units under the leadership of the Director and Assistant Director (see Appendix K):

Partnership Agreement Liaison (PAL) Unit

Each partnership district is assigned a liaison from the PAL Unit who assists in the development and the district’s monitoring of the partnership agreement. The PAL supports problem-solving, coordinates meetings, and ensures the district is connected to resources and support provided by the MDE, partners, and other state agencies. PALs also support partnership district schools identified for Additional Targeted Support (ATS) and Targeted Support and Improvement (TSI).

Accountability, Research, and Evaluation (ARE) Unit

The ARE Unit designs data-tracking and evaluation systems that comply with state and federal guidelines. It leads key processes like the Benchmark Review, Academic Outcomes Evaluation, and Section 21(h) funding applications and reports. This unit ensures that data guides OPD’s work.

Networking Events

The OPD hosts networking-style events to offer districts an opportunity to exchange practices that impact student achievement and to provide technical assistance.

Communication

Effective communication between the OPD, the partnership district, and the partnering ISD/RESA is essential for support and removing barriers. Communications include memoranda, meeting or visit summaries, and time-sensitive reports or resource reminders. The district superintendent or PSA school leader works with the PAL to determine which individuals within the district, the ISD/RESA, and the MDE should be included in these communications.

Multi-Tiered System of Support Menu

The Office of Partnership Districts (OPD) provides tiered technical support tailored to each district’s needs. The intensity and focus of support are based on several factors, including:

1. Reason for Partnership Agreement and CSI identification
2. Quality of curriculum and instructional practices

3. Implementation of a Multi-Tiered System of Supports (MTSS)
4. Capacity of administrative and teaching staff
5. Effectiveness of resource allocation
6. Support capacity of the ISD or RESA

Tier 1: One-Time or Ongoing Universal

One-Time Supports are short-term help provided to districts to complete essential steps in the Partnership Agreement process. With support from the Partnership Agreement Liaison and the ISD/RESA, the district will:

1. Work through the Comprehensive Needs Assessment
2. Complete the Partnership Agreement (template provided)
3. Create the Continuous Improvement Plan in the MICIP platform.
4. Complete the Resource Allocation Review
5. Complete the Periodic Resource Allocation Review (if applicable)

These supports are meant to help districts start strong and stay on track with their improvement efforts.

Ongoing Universal Supports are provided to districts as they implement their Partnership Agreements. It focuses on checking progress, staying on track, and making changes when needed to reach their goals. With support from the Partnership Agreement Liaison and the ISD/RESA, the district will:

1. Review and analyze progress on the district's Goal Area(s), Interim Target Benchmarks (ITBs), and End Target Outcomes (ETOs)
2. Determine actions to sustain or adjust activities to ensure continued progress; review updates to the Continuous Improvement Plan in the MICIP platform
3. Discern if Tier 2 or 3 supports are warranted
4. Complete and submit Section 21(h) funding applications
5. Review Section 21(h) utilization and identify modifications as needed

One-Time and Ongoing Universal Tier 1 Support

What	When	Who	Format
1. Assess Needs/Comprehensive Needs Assessment 2. Establish Goal(s), Benchmarks, and Outcomes 3. Resource Allocation Review 4. Periodic Resource Allocation Review (if applicable) 5. Partnership Agreement Development/Template Completion	First 90 Days of Partnership Assignment COHORT 5 - 30-60-90 PA Development Timeline - EXTERNAL.docx	Full Team (include ISD/RESA partner)	In person
6. Establish District-Level Strategies and Activities in MICIP	By June 30	Full Team	In person
7. Develop Building-Level CSI Plan(s)	By September 1	Full Team	In person
8. Complete Section 21(h) Application	Application Window	Key District Members	In person or Virtual
9. Conduct Partnership Agreement Meetings: <ul style="list-style-type: none"> A. Review progress towards Goal Area(s), Interim Target Benchmarks (ITB), End Target Outcomes (ETO) B. Adjust the district's Continuous Improvement plan in MICIP as needed C. Review Section 21(h) utilization and identify modifications as needed 	Monthly	Full Team	In person

Tier 2 Enhanced and Tier 3 Intense Support

Tier 2 Enhanced and Tier 3 Intense Support provide focused guidance/assistance in areas where a district needs additional support. These areas may include:

- Systems Implementation
- Leadership
- Instructional Practices
- Resource Allocation

The district, ISD/RESA, and the Office of Partnership Districts (OPD) collaborate to determine the support needed. The amount and depth of support determine if it is Tier 2 (more frequent, targeted support) or Tier 3 (more intensive, in-depth support). These supports are designed to help districts make significant progress in their areas of greatest need.

For districts continuing with partnership agreements, ESSA requires more rigorous interventions than previously implemented for reidentified schools [ESEA section 1111(d)(3)(A)(i)] that:

- Meet a higher level of evidence than the interventions included in the original CSI plan or
- Represent an increase in the intensity of effective interventions in the school’s original plan, for example:
 - such as State-driven coaching or
 - participation in high-dosage tutoring
- May address school-level operations

Ongoing Tier 2 Enhanced and Tier 3 Intense Support			
What (select all that apply)	When (select one)	Who (select one)	Format (select one)
Multi-Tiered System of Supports	Monthly	Full Team	In Person
Leadership/Teaching Staff Capacity	Twice Monthly	Key District Members	Virtual
Resource Allocation	Quarterly	Primary District Contact	School Visit
Guaranteed and Viable Curriculum (Instructional Practices, Materials)	Bi-Monthly (Alternate)		
MI School Index	As Needed (responsive to district need and request)		
Attendance			
Other			
Other			

Section Three - Partnership Agreement Development

Partnership districts are required to write a three-year partnership agreement to improve student academic achievement [[MCL Section 388.1622p\(1\)](#)]. Partnership districts have 90 school days to develop and execute the partnership agreement ([see Appendix C](#)). The district collaboratively develops this agreement with the district's ISD/RESA, the PSA authorizer (if applicable), and the Michigan Department of Education (MDE). These are known as the "signatory partner entities" of the agreement.

Partnership Agreement Components

The five main components of each partnership agreement include:

1. Utilizing the **Michigan Integrated Continuous Improvement Process (MICIP)** to complete a comprehensive needs assessment for the required five areas of inquiry. [[MCL Section 388.1621h](#) and [Every Student Succeeds Act Sec. 1111.c.4.D](#)]
 - a. A review of the district's implementation and utilization of a multi-tiered system of supports to ensure that it is used to inform instruction [[MCL Section 388.1621h](#)] appropriately
 - b. A review of the district and school building leadership and educator capacity to substantially improve student outcomes [[MCL Section 388.1621h](#)]
 - c. A review of classroom curriculum, instructional, and operational practices to ensure alignment with research-based instructional practices and state curriculum standards [[MCL Section 388.1621h](#)]
 - d. An assessment of school-level needs that includes student performance components of the MI School Index system [[Every Student Succeeds Act Sec. 1111.c.4.D](#)]
 - e. A review of resource inequities, which may include a review of district- and school-level budgeting [[Every Student Succeeds Act Sec.1111\(d\)\(1\)\(B\)\(iv\); sec.111\(d\)\(B\)\(2\)\(C\)](#)]
 - i. Districts with schools identified for CSI or ATS must identify and address resource inequities via the Resource Allocation Review (RAR). This process is designed to satisfy the ESSA requirement to identify resource inequities.
 - ii. When a district is identified as serving a significant number of schools identified for additional support, the MDE must also periodically review resource allocations using the Periodic-Resource Allocation Review (P-RAR) process.
2. Aligned measurable **18-Month Interim Target Benchmark and 36-Month End Target Outcomes** that will be achieved for each school operated by the district included in the partnership agreement and subject to approval by the OPD Director. [[MCL Sections 388.1621h](#) and [388.1622p](#)]
3. At least one **accountability measure**, to be imposed for each school operated by the district in the partnership agreement, if school-level academic outcomes are not achieved (**recommend at least two accountability measures**). [[MCL Section 388.1622p](#)]
4. Specific **actions** that the district and each of its signatory partners will take to improve student achievement as measured by the MI School Index. [[MCL Section 388.1621h](#)]
5. An **implementation plan** including identified strategies and activities for each MICIP goal area and how these will be funded and communicated.

Developing the Partnership Agreement

The partnership agreement is developed collaboratively by the district, ISD/RESA, and the MDE-OPD using a partnership agreement template.

The steps to complete the partnership agreement are as follows:

1. Complete Comprehensive Needs Assessment (CNA), using the MICIP planning template.

2. Determine goal area(s), interim target benchmarks, and end target outcomes.
3. Discuss and identify strategies, activities, and funding sources.
4. Follow the [MICIP Process Guide: October 2024 Update](#) and upload the required data, information, and notes.

Districts are expected to align benchmark/outcome alignment with [Michigan's Top 10 Strategic Education Plan](#) (SEP) goals, if applicable:

1. Expand early childhood learning opportunities
2. Improve early literacy achievement
3. Improve the health, safety, and wellness of all learners
4. Expand secondary learning opportunities for all students
5. Increase the percentage of all students who graduate from high school
6. Increase the percentage of adults with a post-secondary credential
7. Increase the number of certified teachers in areas of shortage
8. Provide adequate and equitable school funding

Components of the Partnership Agreement

Partner actions, goal area(s), 18-month Interim Target Benchmarks (ITB), 36-month End Target Outcomes (ETO), and Accountability Measures are key components of the partnership agreement.

Partner Actions

Support of the signatory and other partners is critical to the partnership district's attainment of goal area(s), benchmarks, and outcomes. Actions by signatory partners are identified and included in Section XVI of the partnership agreement, "Assurance of Actions." Minimal actions for each partner are:

Board of Education

- Supports the superintendent/PSA school leader
- Ensures that the school/district community is meaningfully engaged in the implementation of the partnership agreement
- Reviews progress by the district on the partnership agreement and should be a regular board of education item for discussion, including but not limited to financial reports, student data, challenges, barriers, and/or celebrations
- Considers local school board training, potentially by the Michigan Association of School Boards (MASB) or a similar organization

Superintendent/PSA School Leader

- Provides regular updates to the board of education regarding the status of the district as it relates to the implementation of the partnership agreement
- Ensures that the school/district community is meaningfully engaged in the implementation of the partnership agreement
- Schedules meetings with the Partnership Agreement Liaison and partners to discuss progress on partnership agreement implementation
- Collaborates with the Partnership Agreement Liaison (PAL) on the development and implementation of the partnership agreement
- Will consider:
 - training all K-3 teachers in structured literacy, such as Language Essentials for Teaching Reading and Spelling (LETRS),
 - reducing the K-3 class size, and
 - implementing high-quality, evidence-based instructional material.
- Ensures the continuous improvement plan in MICIP considers and addresses the whole child's needs

- Confirms data collection efforts (e.g., surveys, interviews, meetings) are completed as requested by the MDE

Authorizer (if applicable)

- Meaningfully engages in the implementation of the partnership agreement

ISD/RESA

- Implements the Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement

MDE

- Provides support and assigns a Partnership Agreement Liaison to serve as the primary point of contact
- Assigns a team of individuals with expertise in comprehensive school and district improvement to ensure that resources are being used as efficiently and effectively as possible to increase student academic achievement and to provide district financial stability [[MCL Section 388.1621h](#)]

Goal Area(s), 18-month Interim Target Benchmarks, and 36-month End Target Outcomes

Districts are required to define goal area(s) based on the results of the comprehensive needs assessment. Interim Target Benchmarks (ITB) and End Target Outcomes (ETO) are used to measure goal area(s). [[MCL Sections 388.1621h](#), [388.1622p](#)]

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
- 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

The ITBs and ETOs will be included in the table found in **Section XVII of the partnership agreement**. The table below provides an example:

Goal Area: Increase academic achievement for all students.

#	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	Baseline Values	18-month Interim Target Benchmarks	36-month End Target Outcomes
1	Elementary School	01234	Local	2	NWEA Report	2024-25: 40%	During the 2026-27 school year, at least 50% of full-year students will meet their NWEA Reading MAP growth target.	During the 2027-28 school year, at least 67% of full-year students will meet their NWEA Reading MAP growth target.
2	Elementary School	01234	State	5	MI School Index Report	2024-25: 7%	FAY Student mathematics proficiency based on MSTEP will increase at least 7 percentage points from 2025 to 2027	FAY Student mathematics proficiency based on MSTEP will increase at least 11 percentage points from 2025 to 2028
2	High School	04321	State	5	MI School Index Report	2024-25: 5%	FAY Student mathematics proficiency based on the SAT will increase at least 9 percentage points from 2025 to 2027	FAY Student mathematics proficiency based on the SAT will increase at least 12 percentage points from 2025 to 2028
4	Elementary School	01234	Local	2, 3, 5	Attendance Report	48%	Decrease the percentage of chronically absent students, as defined by the state, from 48% in the 2024-25 school year to at most 30% in the 2026-27 school year.	Decrease the percentage of chronically absent students, as defined by the state, from 48% in the 2024-25 school year to at most 20% in the 2027-28 school year.
4	High School	04321	Local	2, 3, 5	Attendance Report	54%	Decrease the percentage of chronically absent students, as defined by the state, from 54% in the 2024-25 school year to at most 35% in the 2026-27 school year.	Decrease the percentage of chronically absent students, as defined by the state, from 54% in the 2024-25 school year to at most 20% in the 2027-28 school year.
5	Elementary School	01234	State	2, 3, 5	MI School Index Report	21%	The percentage of students meeting individualized growth targets will increase at least 5 points from 2025 to 2027.	The percentage of students meeting individualized growth targets will increase by at least 8 points from 2025 to 2028.

Accountability Measures

Partnership districts operating schools in the partnership agreement reidentified for CSI in the 2028 identification cycle, **and** those that do not achieve the 36-month academic end target outcomes must impose accountability measures:

- A traditional district assigned as a partnership district; accountability measures must include the reconstitution of the school [[MCL Section 388.1622p](#)]
- A PSA assigned as a partnership district, accountability measures may include the reconstitution of the school [[MCL Section 388.1622p](#)]

Reconstitution of the school is defined by [[MCL Section 388.1622p](#)]

- The district shall make significant changes to the instructional and non-instructional

programming of the school based on the needs identified through a comprehensive review of data

- The district shall review whether the current principal of the school should remain as principal or be replaced
- The reconstitution plan for the school must require the adoption of goals similar to the goals included in the partnership agreement, with a limit of 3 years to achieve the goals

The partnership agreement requires districts to identify at least one accountability measure in Section XVI. **Accountability measures must be imposed no later than the 2029-30 school year for schools reidentified for CSI that fail to meet more than one-third of the academic outcomes (see Section Five).**

CSI Exit Criteria

Schools in the partnership agreement exit identification for Comprehensive Support and Improvement (CSI) status by meeting all the following criteria:

1. No longer meet the CSI entrance criteria, which are:
 - a. in the bottom 5% of schools in the Michigan School Index
 - b. have a graduation rate of 67% or less
2. Improve proficiency in both mathematics and ELA for the final two years (2027, 2028) of identification for CSI as calculated on the School Index (minimally 0.01 percentage point improvement)

Submitting Partnership Agreement for Approval

Once all necessary information is included, the district will submit its partnership agreement electronically via email to MDE-OfficeofPartnershipDistricts@michigan.gov.

The Office of Partnership Districts director will review the agreement for approval and initiate the electronic signature process using the approved State of Michigan platform. Once all signatures are completed, the OPD will provide a copy to the district and post a completed partnership agreement to the OPD webpage on the MDE website.

It is recommended that, after all partners sign the Partnership Agreement, the partnership district schedule a meeting with the community and impacted schools to initiate the PA, address questions from parents, staff, and community members about the partnership district model, and garner support for the implementation of the plan.

Partnership Agreement Implementation

Throughout the PA's duration, the partnership district staff work closely with the PAL and participate in required meetings. The purpose of these meetings is to review continuous progress towards goal area attainment and identify the next steps. The district might need to modify school and/or district improvement plans within the MICIP platform, 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.

Partnership Agreement Amendments

The PA may be modified after the initial signing only if the district or the OPD identifies an unmet area of need. **Amendments must be developed collaboratively, agreed to, and signed by all original signatory partners.** While goal area(s), 18-Month Interim Target Benchmarks, and aligned 36-Month End Target Outcomes do not change, a partnership district will monitor and may need to adjust strategies, activities, funding, and communication to attain the final goal. 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 - 18-month Benchmark Review

The Benchmark Review (BR) is a collaborative process that occurs midway through the three-year partnership agreement. It is designed to assess progress toward interim target benchmarks and identify contributing factors. The PAL provides technical assistance to support the district in completing the BR.

Benchmark Review Process

The BR includes three key actions:

1. Documentation of Evidence

The district documents progress and updates in MICIP, including:

- Strategy implementation
- Interim Target Benchmark (ITB) status (with current data object uploaded)

2. 18-month Benchmark Progress Topic at Partnership Agreement Meeting

Held during a regularly scheduled Partnership Agreement Meeting within the 18-month window.

- The district presents success, challenges, and next steps, and includes:
 - Evidence of progress toward ITBs for each identified school
 - Strategy monitoring and adjustments summary per MICIP (capacity, implementation, scale/reach, strategy impact on goal)
 - Impact of Section 21(h) awards
 - Actions taken to address inequities from the Resource Allocation Review
 - Partner support and its impact
- District, ISD/RESA, and the MDE-OPD partners engage in a collaborative discussion using evidence to:
 - Demonstrate the level of achievement for each ITB (PA Benchmarks and Outcomes Table)
 - Discuss if an existing Tier 2 Enhanced and Tier 3 Intense Support needs modification (see Section Two)
 - Determine if a Tier 2 Enhanced and Tier 3 Intense Support is needed in a specific area (see Section Two)

Attendees – the minimum attendees is as follows:

- **Required:** District and ISD/RESA points of contact, PAL, OPD Director/Assistant Director (virtual if needed)
- **Welcomed:** District Superintendent or their designee, PSA Authorizer or their designee
- **May:** Board President/designee, ISD/RESA Superintendent/designee

3. Benchmark Review Summary

OPD provides an Interim Target Benchmark Summary Report (ITB-SR) including:

- Demonstrated Progress Toward Interim Target Benchmarks
- Opportunities for Growth
- Next Steps to Sustain Progress Toward Increased Student Achievement

The district shares the summary with its board/board of directors within 60 business days of receipt ([See Appendix E](#)).

Section Five - Partnership Agreement Completion

As part of the continuous improvement process, all partnership districts add data and evidence aligned to all their 36-month end target outcomes in MICIP. These data and evidence inform the next steps to improve overall student performance.

The completion of the partnership agreement depends on whether the partnership district operates school(s) identified for CSI in the next identification cycle. ([See Appendix C](#))

A **36-month Partnership Agreement Summary** occurs at the end of the three-year agreement. It is **only** completed by current partnership districts that do not operate schools re-identified for CSI. Partnership districts that operate one or more schools re-identified for CSI will complete an **Academic Outcome Evaluation**.

36-Month Partnership Agreement Summary

Following the release of the MI School Index, a meeting (virtual or in-person) with the ISD/RESA and MDE will be scheduled. These partnership districts will explain and engage in a collaborative dialogue on:

- progress of end target outcomes,
- growth opportunities, and
- next steps to sustain progress toward increased student achievement.

A summary of this meeting will be incorporated into a final Partnership Agreement Summary Report written by the PAL and shared with the district. The district can use this report to inform the ISD/RESA, authorizer (if applicable), and school board/board of directors. ([See Appendix D](#))

Academic Outcomes Evaluation

The 36-month Academic Outcome Evaluation (AOE) occurs at the end of the three-year agreement. It will **only** be completed by current partnership districts that operate one or more partnership schools re-identified for CSI, and it is an evaluation of school-level academic outcomes.

The Academic Outcomes Evaluation meeting will be scheduled (in-person) to occur **following the release of the MI School Index**, and attendees will include the district, ISD/RESA, and MDE. Each signatory partner will summarize their contributions to end target outcomes and indicate how they can support the district's next steps to sustain progress toward increased student achievement.

A summary of this meeting will be incorporated into a final AOE Report and shared with the district. The district can use this report to inform the ISD/RESA, authorizer (if applicable), and school board/board of directors. ([See Appendix E](#))

Section Six - Section 21(h) Funds

The Michigan Legislature has historically allocated funds for partnership. The state superintendent assigns a team to develop the application criteria, submission process, and funding and disbursement process. Additionally, the MDE is responsible for reviewing the use and effectiveness of these funds. These funds are used to support the implementation of activities that will assist in the attainment of the benchmarks and outcomes identified in the district's partnership agreement.

Partnership districts apply for funds annually. Funding is dedicated to improving instruction and student achievement in districts and their respective schools assigned to a partnership by the state superintendent [[MCL Section 388.1622p](#)].

Section 21(h) Funding and Eligibility

A district assigned to a partnership is eligible for funding under this section if the district has a signed partnership agreement and is eligible to receive Section 21(h) funds for the duration of its partnership agreement. The MDE determines the payment schedule.

Allowable Use of Funds

MCL Section 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 benchmarks and outcomes in alignment with one or more of the following categories:

- professional development for teachers, district, or school leadership,
- increased instructional time,
- teacher mentors,
- literacy,
- numeracy,
- reducing K-3 class size
- reducing chronic absenteeism, or
- other expenditures that **directly** impact student achievement and cannot be paid from existing district financial resources.

Application and Awarding of Section 21(h) Funds

Partnership Districts are awarded Section 21(h) funds based upon a uniform district amount, the count of partnership schools, the count of students in partnership schools, and a measure of need based upon the MI School Index. Partnership districts apply for Section 21(h) funds utilizing the NexSys grant management system. The approval process includes reviews and recommendations by the PAL. The OPD executive leadership makes final recommendations to the state superintendent for approval. Funds are disbursed via the State Aid Management System (SAMS).

Review and Effectiveness of Section 21(h) Funds

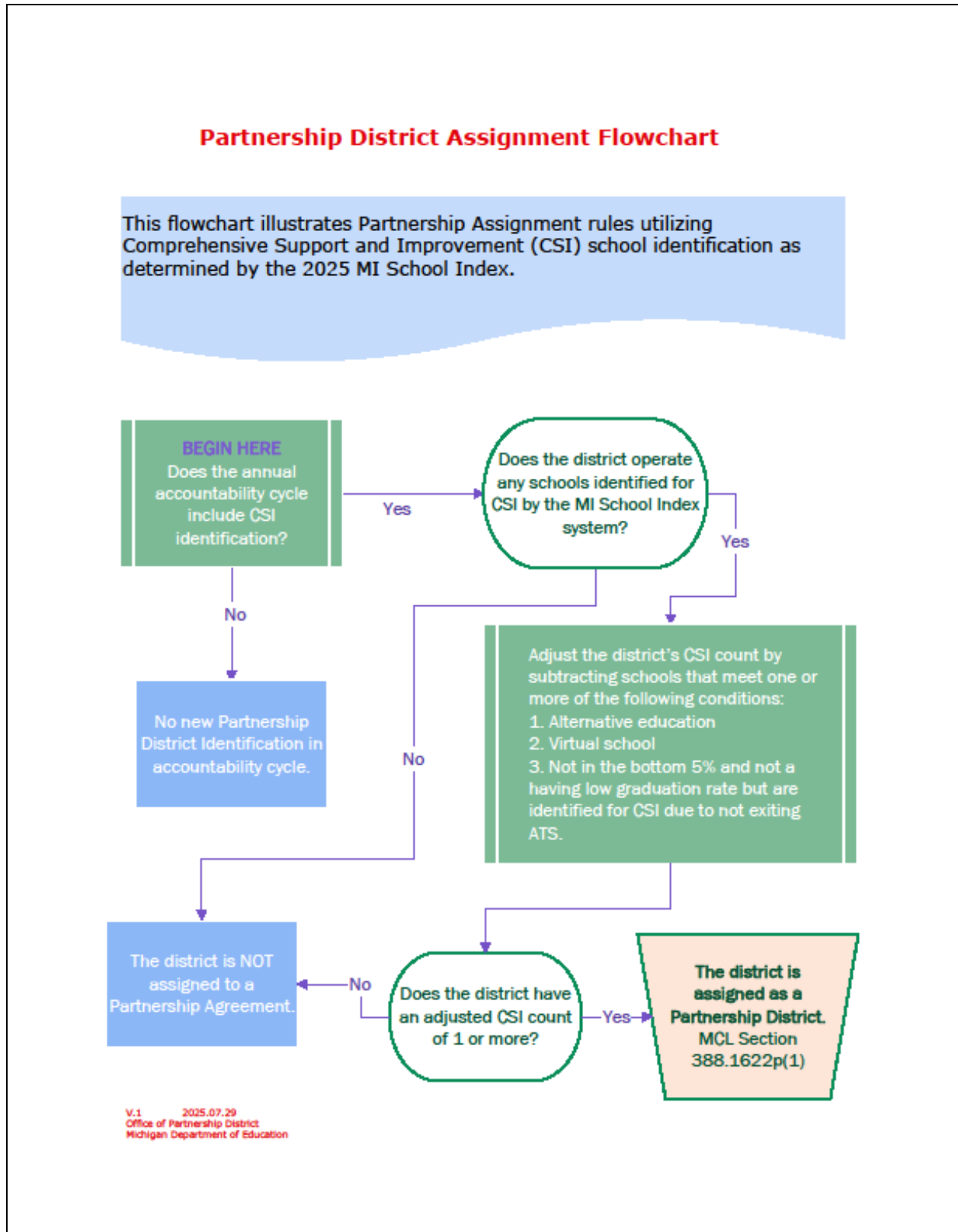
The OPD is required to complete a comprehensive review and alignment of Section 21(h) funds per state legislation [[MCL 388.1621\(h\)](#)], including fiscal guidelines and reporting requirements. The review of Section 21(h) is embedded in the NexSys grant management system and Academic Outcomes Evaluation (AOE). Additionally, reporting requirements include periodic submissions of Implementation and Effectiveness (I & E) data and annual Budget-to-Actual reports. A district's Section 21(h) funds may be subject to a fiscal review. Information from these reviews may impact decisions about future applications and awards (see [Appendix I](#)).

Process to Amend Section 21(h) Application

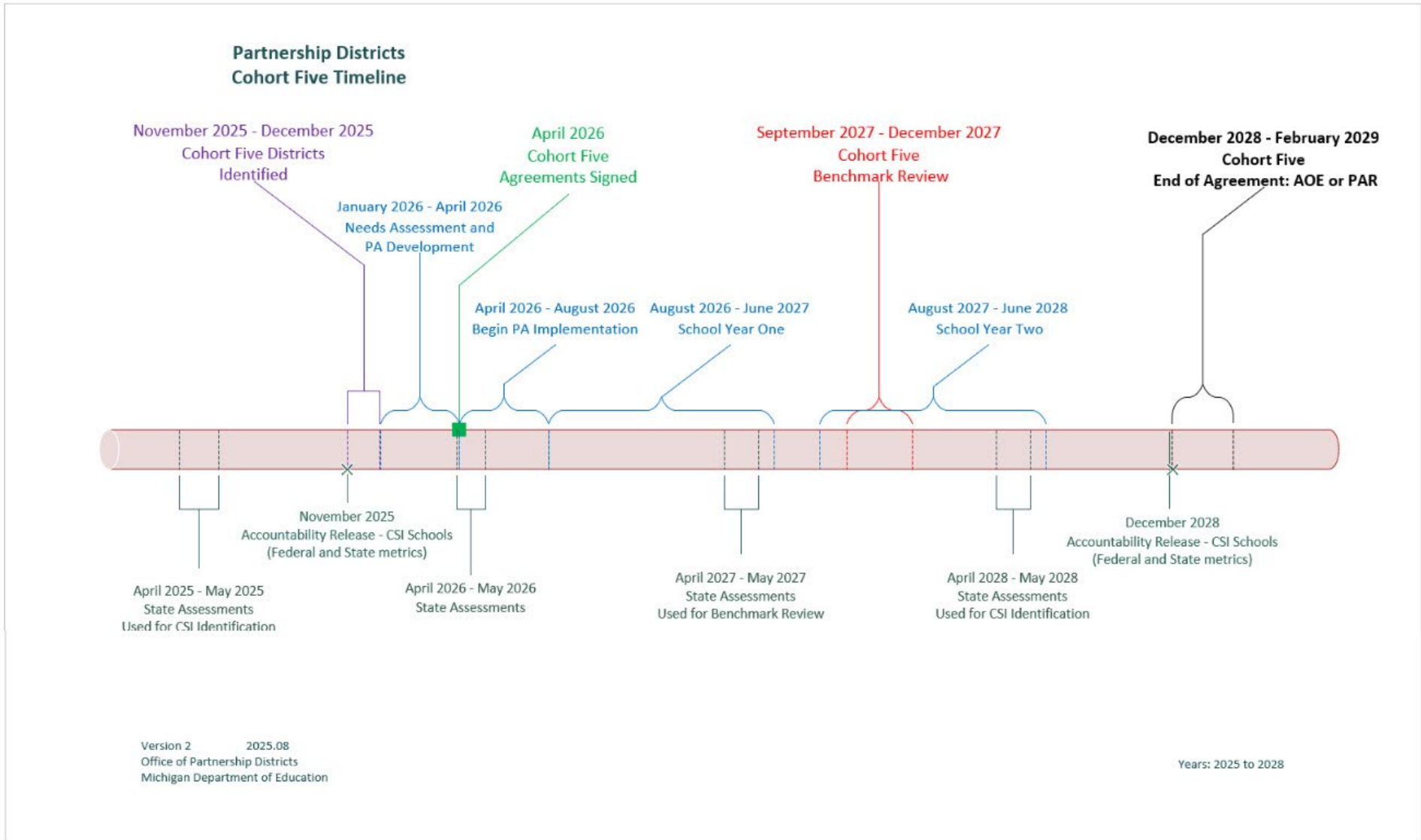
Districts may request amendment of funds awarded under Section 21(h). Districts work with the assigned PAL and NexSys grant management system to request approval.

Appendices

Appendix A - Partnership Agreement Assignment Flowchart



Appendix B - Partnership Agreement Cohort Five Assignment Timeline



Appendix C - Partnership Agreement Development Timeline

Action Item	When	How	Responsible Party
Schools Identified for CSI, ATS, TSI Support	November 20, 2025	MDE Memorandum	Office of Educational Assessment and Accountability
Notification and Assignment as a Partnership District	November 20, 2025	OPD Letter	OPD Director
Partnership Agreement (PA) Informational Webinars	December 10, 2025 10:00-11:30 AM New Partnership Districts 2:00-3:30 PM Returning Partnership Districts	Virtual	OPD
Introductory Meeting w/Assigned PAL, OPD Director, or Asst. Director (if applicable), and District Superintendent/PSA School Leader	December 15, 2025 - January 13, 2026	Virtual or In-Person	OPD PAL OPD Director or Asst. Director
Begin Partnership Agreement Development Meeting(s)	December 15, 2025 - January 13, 2026	In-Person	OPD PAL OPD Director or Asst. Director
Intermediate Meeting(s) to Complete MICIP Needs Assessment, Develop, and Complete PA	December 19, 2025 - March 16, 2026	In-Person	District ISD/RESA OPD PAL OPD Director or Asst. Director
Submit the final draft of the PA to OPD Leadership for review	March 23, 2026	By email to the PAL	District Superintendent (designee)
OPD reviews the content and provides comments for improvement	March 23, 2026- March 30, 2026	By email	OPD Leadership
Signatory partners sign PA	By April 23, 2026	OneSpan (secure e-signature platform)	Signatory Partners
PA Implementation	No Later Than April 23, 2026		District Superintendent (designee)

Appendix D – State and Federal Statutes

MCL - Section 388.1621h MCL - Section 388.1622p Every Student Succeeds Act

MCL - Section 388.1621h

(1) From the state school aid fund money appropriated in section 11, there is allocated \$6,137,400.00 for 2024-2025 for assisting districts assigned by the superintendent to participate in a partnership and districts that are required to submit a deficit elimination plan or an enhanced deficit elimination plan under section 1220 of the revised school code, MCL 380.1220, and are located in a city with a population between 8,000 and 10,000 as determined by the department, that is in a county with a population between 150,000 and 160,000, as determined by the department, to improve student achievement and district financial stability. The superintendent shall identify any conditions that may be contributing to low academic performance within a district being considered for assignment to a partnership. 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. The superintendent assigns a district to a partnership.

(2) A district described in subsection (1) is eligible for funding under this section if the district includes at least one school that has been identified as low performing under the approved federal accountability system or the state accountability system. A district described in this subsection must do all of the following to be eligible for funding under this section:

(a) For a partnership district under this section, within 90 days of assignment to the partnership described in this section, and for a district described in subsection (1) that is not a partnership district under this section, complete a comprehensive needs assessment or evaluation in collaboration with an intermediate district, community members, education organizations, and postsecondary institutions, as applicable, that is approved by the superintendent. The comprehensive needs assessment or evaluation must 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) Develop an academic and financial operating or intervention plan that has been approved by the superintendent and that addresses the needs identified in the comprehensive needs assessment or evaluation completed under subdivision (a). The intervention plan must 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 18 months to improve student achievement and identification of expected student achievement outcomes to be attained within 3 years after assignment to the partnership.

(c) Craft academic goals that put pupils on track to meet or exceed grade level proficiency, increase high school graduation rates, reduce class sizes, and improve attendance rates.

(d) Provide access to training for district leadership, including, but not limited to, the superintendent or chief administrator and school board or board of directors members, on areas of education fiscal and policy matters.

(3) Upon approval of the academic and financial operating or 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 academic and financial operating or 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 and to ensure district financial stability. The superintendent of public instruction may waive burdensome administrative rules for a partnership district for the duration of the partnership agreement and for a district described in subsection (1) that is not a partnership district under this section and that receives funding under this section in the current fiscal year.

(4) Funds allocated under this section, excluding funds allocated under subsection (5), 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. Notwithstanding section 17b, the department shall make payments to districts under this section on a schedule determined by the department.

(5) From the funds allocated under subsection (1), there is allocated for 2024-2025 an amount not to exceed \$137,400.00 for the purchase of a data analytics tool to be used by districts described in subsection (1). The superintendent of public instruction shall require districts described in subsection (1) to purchase a data analytics tool funded under this subsection as part of the agreements described in this section.

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

(7) In addition to the allocation under subsection (1), from the state school aid fund money appropriated in section 11, there is allocated an amount not to exceed \$36,000,000.00 to districts described in subsection (1) for 2023-2024 only for supplemental funding to be used by districts for the purposes of this section in equal installments of \$12,000,000.00 in each of the fiscal years 2023-2024, 2024-2025, and 2025-2026. The funds allocated under this subsection for 2023-2024 are a work project appropriation, and any unexpended funds for 2023-2024 are carried forward into 2024-2025. The purpose of the work project is to provide assistance to districts eligible for funding under this section. The estimated completion date of the work project described in this subsection is September 30, 2026.

MCL - Section 388.1622p

(1) Subject to subsection (2), to receive funding under section 22b, a district or public school academy that is assigned by the superintendent of public instruction as a partnership district must have a signed 3-year partnership agreement with the department that includes all of the following:

(a) Measurable academic outcomes that the district or public school academy will achieve for each school operated by the district or public school academy that is subject to the partnership agreement after 18 months and after 36 months from the date the agreement was originally signed. Measurable academic outcomes under this subdivision must include all of the following:

(i) Outcomes that put pupils on track to meet or exceed grade level proficiency and that are based on district or public school academy needs identified as required under section 21h.

(ii) Either of the following, as applicable:

(A) At least 1 proficiency or growth outcome based on state assessments described in section 104b or 104c.

(B) At least 1 proficiency or growth outcome based on a benchmark assessment described in section 104h.

(iii) Outcomes that are intended to measure improved high school graduation rates, as applicable.

(iv) Outcomes that measure attendance rates.

(b) Accountability measures to be imposed if the district or public school academy does not achieve the measurable academic outcomes described in subdivision (a) for each school operated by the district or public school academy that is subject to the partnership agreement. For a district assigned as a partnership district as described in this subsection, accountability measures under this subdivision must include the reconstitution of the school. For a public school academy assigned as a partnership district as described in this subsection, accountability measures under this subdivision may include the reconstitution of the school.

(c) For a public school academy assigned as a partnership district as described in this subsection, 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 must be reconstituted as described in section 507, 528, or 561, as applicable, of the revised school code, MCL 380.507, 380.528, and 380.561.

(d) For a district assigned as a partnership district as described in this subsection, a provision that, if reconstitution is imposed on a school that is operated by the district and that is subject to the partnership agreement, reconstitution may require closure of the school building, but, if the school building remains open, reconstitution must include, but is not limited to, all of the following:

(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 in compliance with section 21h.

(ii) The district shall review whether the current principal of the school should remain as principal or be replaced.

(iii) The reconstitution plan for the school must require the adoption of goals similar to the goals included in the partnership agreement, with a limit of 3 years to achieve the goals. If the goals are not achieved within 3 years, the superintendent of public instruction shall impose a second reconstitution plan.

(2) If a district or public school academy is assigned as a partnership district as described in subsection (1) during the current fiscal year, it shall ensure that it has a signed partnership agreement as described in subsection (1) in place by not later than 90 days after the date that it is assigned as a partnership district. If a district or public school academy described in this subsection does not comply with this subsection, the department shall withhold funding under section 22b for that district or public school academy until the district or public school academy has a signed partnership agreement as described in subsection (1) in place.

Every Student Succeeds Act

ESSA (found on pages 34-38) Reference for federal requirements of CSI schools

“(c) STATEWIDE ACCOUNTABILITY SYSTEM.—“(1) IN GENERAL.—Each State plan shall describe a statewide accountability system that complies with the requirements of this subsection and subsection (d).“(2) SUBGROUP OF STUDENTS.—In this subsection and subsection (d), the term ‘subgroup of students’ means—“(A) economically disadvantaged students;“(B) students from major racial and ethnic groups;“(C) children with disabilities; and“(D) English learners.“(3) MINIMUM NUMBER OF STUDENTS.

ESSA (found on pages 38-39) Reference for federal requirements of CSI schools

(d) SCHOOL SUPPORT AND IMPROVEMENT ACTIVITIES.—“(1) COMPREHENSIVE SUPPORT AND IMPROVEMENT.—“(A) IN GENERAL.—Each State educational agency receiving funds under this part shall notify each local educational agency in the State of any school served by the local educational agency that is identified for comprehensive support and improvement under subsection (c)(4)(D)(i).“(B) LOCAL EDUCATIONAL AGENCY ACTION.—Upon receiving such information from the State, the local educational agency shall, for each school identified by the State and in partnership with stakeholders (including principals and other school leaders, teachers, and parents), locally develop and implement a comprehensive support and improvement plan for the school to improve student outcomes, that—“(i) is informed by all indicators described in subsection (c)(4)(B), including student performance against State-determined long-term goals;“(ii) includes evidence-based interventions;“(iii) is based on a school-level needs assessment;“(iv) identifies resource inequities, which may include a review of local educational agency and school level budgeting, to be addressed through implementation of such comprehensive support and improvement plan;“(v) is approved by the school, local educational agency, and State educational agency; and“(vi) upon approval and implementation, is monitored and periodically reviewed by the State educational agency.

Appendix E – 18-month Interim Target Benchmark Review Summary Report



Office of Partnership Districts

18-month Interim Target Benchmark Summary Report <District>

Period of Partnership Agreement:

Purpose

This document is for partnership districts to provide all partner entities and the local community an explanation of progress toward 18-month Interim Target Benchmarks, opportunities for growth, and next steps to sustain progress toward increased student achievement.

Progress of Interim Target Benchmarks

Opportunities for Growth

Next Steps to Sustain Progress Toward Increased Student Achievement

SIGNATORY PARTNER ENTITIES COMMENTS AND CONTRIBUTIONS

This section is for signatory partners to summarize their comments and contributions to Interim Target Benchmarks and indicate how they can support the district's next steps to sustain progress toward increased student achievement.

<ISD/RESA name>

Comments and Contributions to Partnership Agreement Progress and Next Steps:

Michigan Department of Education – Office of Partnership Districts

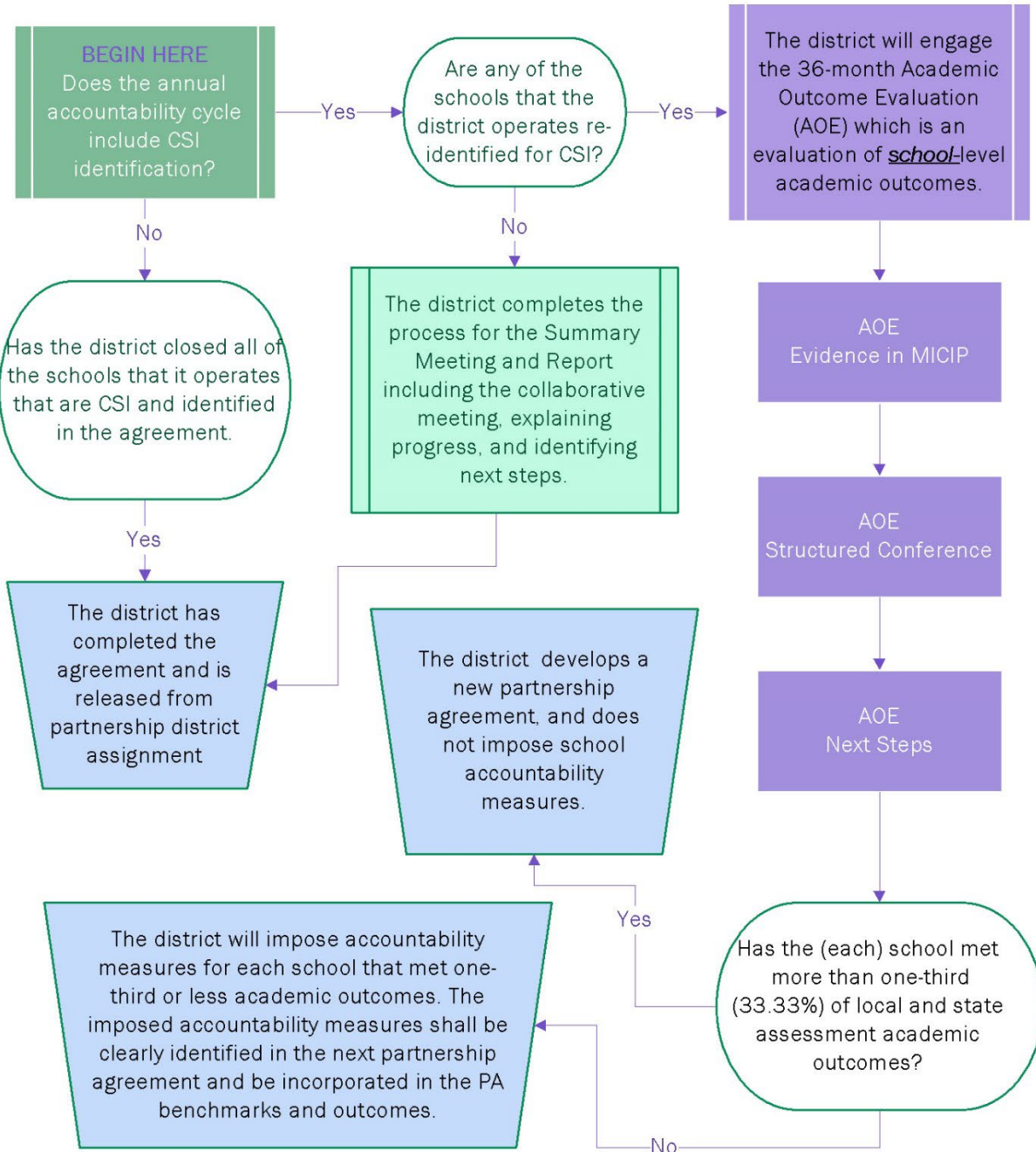
Comments and Contributions to Partnership Agreement Progress and Next Steps:

<Public-School Academy Authorizer> (if applicable):

Comments and Contributions to Partnership Agreement Progress and Next Steps:

Appendix F - Partnership Agreement Completion Flowchart

Partnership Agreement Completion Flowchart



V1 2025.07.30
Office of Partnership District
Michigan Department of Education

Appendix G - Partnership Agreement Summary

Partnership Agreement Summary Meeting Guidance

Attendees

At a minimum, meeting attendees should reflect the stakeholders of the partnership agreement, including the signatory partners. All signatory entities of the agreement shall have the opportunity to participate in the Partnership Agreement Summary Meeting.

Partnership Agreement Summary Meeting Schedule

Timeframe	Agenda Item
15 Minutes	Welcome and Protocol Overview
30-60 Minutes	Collaborative Conversation <ul style="list-style-type: none"> • Progress of End Target Outcomes • Opportunities for Growth • Next Steps to Sustain Progress Toward Increased Student Achievement
15 Minutes	Review Summary

Timeline Partnership Agreement Summary Meeting

Action	Date
Schedule Tentative Summary Meeting Date	June - August 2028
Confirm Summary Meeting Date	Following Fall 2028 Identification Cycle Public Release
Summary Meeting Date	January – February 2029
Confirm Meeting Time, Date, Physical Location, Attendees	Two Weeks Before PA Summary Meeting
Facilitate Summary Meeting	Day of Meeting
Notetaker for Summary Meeting	Day of Meeting
Summary Report Prepared and Provided to District	30 Days Following Meeting
Signature Page Completed and Returned to OPD	30 Days Following Report Receipt
District Presentation to the School Board/Board of Directors	Within 60 Days of Meeting



Office of Partnership Districts

Partnership Agreement Summary Report <District>

Period of Partnership Agreement:

Purpose

This document is for partnership districts meeting the criteria for release from partnership agreement assignment to provide all partner entities and the local community an explanation of progress, opportunities for growth, and next steps to sustain progress toward increased student achievement.

Progress of End Target Outcomes

Opportunities for Growth

Next Steps to Sustain Progress Toward Increased Student Achievement

SIGNATORY PARTNER ENTITIES COMMENTS AND CONTRIBUTIONS

This section is for signatory partners to summarize their comments and contributions to end target outcomes and indicate how they can support the district's next steps to sustain progress toward increased student achievement.

<ISD/RESA name>

Comments and Contributions to Partnership Agreement Progress and Next Steps:

Michigan Department of Education – Office of Partnership Districts

Comments and Contributions to Partnership Agreement Progress and Next Steps:

<Public-School Academy Authorizer> (if applicable):

Comments and Contributions to Partnership Agreement Progress and Next Steps:

SUMMARY REPORT ASSURANCE PAGE

The signature of the district superintendent/PSA school leader below verifies that the individuals listed below have been apprised of the contents of the Partnership Agreement Summary Report and all questions have been addressed.

- <Name>, President, <<district>> Board of Education
- <Name>, Superintendent, <<ISD/RESA>>
- <Name>, Authorizer (if applicable)

<Name>, Superintendent (or PSA school leader)

Signature: _____

Date: _____

<Name>, Director, Office of Partnership Districts

Signature: _____

Date: _____

Appendix H - Academic Outcomes Evaluation (AOE)

Academic Outcomes Evaluation Guidance

The 36-month Academic Outcomes Evaluation occurs at the end of the three-year agreement. It will **only** be completed by current partnership districts that operate one or more partnership schools re-identified for CSI.

Academic Outcomes Evaluation Meeting

The Academic Outcomes Evaluation meeting will be scheduled (in-person) to occur following the release of the MI School Index, and attendees will include the district, ISD/RESA, and MDE. These partnership districts will explain and engage in a collaborative dialogue on:

- progress of end target outcomes,
- growth opportunities, and
- next steps to sustain progress toward increased student achievement.

In addition to the PAL and district designee, the meeting attendees may include district personnel, ISD/RESA, and authorizer designees (if applicable).

Each signatory partner will summarize their contributions to end target outcomes and indicate how they can support the district’s next steps to sustain progress toward increased student achievement.

Academic Outcomes Evaluation Report

The PAL will write a summary of the topics mentioned above and incorporate it into a final Academic Outcomes Evaluation Report. The OPD will finalize and send the Report to the district.

The district can use this report to inform the school board/board of directors.

Academic Outcomes Evaluation Timeline

Action	Date	Responsible Party
Cover progress, growth opportunities, and sustainability steps during monthly Partnership Agreement Meetings.	August 2028 – November 2028	PAL, District
District submits evidence in MICIP for local academic end target outcomes	July-September, 2028	District
Districts and ISDs/RESAs will receive the DRAFT AOE form prepopulated with schools and academic end-target outcomes.	October 2028	OPD
District and ISD/RESA to review and complete MET/NOT MET for local academic end target outcomes	October – November, 2028	District and ISD/RESA
OPD review and complete MET/NOT MET for local academic outcome end target outcomes	November 2028	OPD

District to submit evidence in MICIP for state academic end target outcomes.	During the MI School Index Preview Window (likely November 2028)	District
District, ISD/RESA, and OPD to review and complete MET/NOT MET for state academic end target outcomes	Within two weeks of the public release of the MI School Index (likely November 2028)	District, ISD/RESA, and OPD
Academic Outcomes Evaluation and Provided to the District	30 Days Following the Final Academic Outcomes Evaluation Meeting	PAL, OPD



Office of Partnership Districts

**Academic Outcomes Evaluation Report
<District>**

Date of Partnership District Identification:

Period of Partnership Agreement:

Purpose

This document is for a partnership district that operates one or more schools re-identified for CSI support. The Academic Outcomes Evaluation evaluates school-level academic assessment outcomes and is designed to evaluate evidence to determine the need to apply the school-level accountability measure(s) defined in Section XV of the partnership agreement.

Progress of End Target Outcomes

Opportunities for Growth

Next Steps to Sustain Progress Toward Increased Student Achievement

SIGNATORY PARTNER ENTITIES COMMENTS AND CONTRIBUTIONS

This section is for signatory partners to summarize their comments and contributions to end target outcomes and indicate how they can support the district's next steps to sustain progress toward increased student achievement.

<ISD/RESA name>

Comments and Contributions to Partnership Agreement Progress and Next Steps:

**Michigan Department of Education – Office of Partnership Districts
 Comments and Contributions to Partnership Agreement Progress and Next Steps:**

**<Public-School Academy Authorizer> (if applicable):
 Comments and Contributions to Partnership Agreement Progress and Next Steps:**

Final 36-month Academic Assessment End Target Outcome Table – School Level

<school building name> (<bcode>)

Academic Assessment End Target Outcomes		Benchmark Type (Local/State)	Review Status (Met or Not Met)			
			District	ISD	MDE	Final
1						
2						
3						
4						

Final 36-month Academic End Target Summary Table
 School

<school building name> (<bcode>)

	Count Met/Total	Percent
Local Academic Assessment Outcome(s) Met:	x/x	xx
State Academic Assessment Outcome(s) Met:	x/x	xx
Total	x/x	xx

Michigan School Index Summary Table

<school building name> (<bcode>)

			2027 MI School Composite Index	2027 MI School Index Percent Proficient		2028 MI School Composite Index	2028 MI School Index Percent Proficient	
				ELA	Math		ELA	Math
			XX	XX%	XX%	XX	XX%	XX%

Accountability Measures

Accountability Measure Required	Yes/No
---------------------------------	--------

<district name> (<dcode>) is required to impose on <school building name> (<bcode>) the following identified mutually agreed upon Accountability Measure(s) from their Partnership Agreement:

- <Accountability Measure language>
- <Accountability Measure language>

Accountability measures are imposed no later than the 2029-30 school year and will be incorporated into the subsequent partnership agreement.

Accountability Measure Comments:

ACADEMIC EVALUATION ASSURANCE PAGE

The signature of the district superintendent/PSA school leader below verifies that the individuals listed below have been apprised of the contents of the Academic Outcome Evaluation and all questions have been addressed.

- <Name>, President, <<district>> Board of Education
- <Name>, Superintendent, <<ISD/RESA>>
- <Name>, Authorizer (if applicable)

<Name>, Superintendent (or PSA school leader)

Signature: _____

Date: _____

<Name>, Director, Office of Partnership Districts

Signature: _____

Date: _____

Appendix I – Section 21(h) Fiscal and Program Compliance

Section 21(h) requires fiscal and program implementation to be reviewed annually from June to September to assess the effectiveness of grant-funded activities. Based upon an internal annual Section 21(h) risk assessment, OPD will conduct a more extensive review as needed. Reviews include the submission of evidence as detailed below.

The following items, at a minimum, should be available for examination during a review. Evidence should be provided to demonstrate that the district is implementing and evaluating the required components of the funded activity.

- 21h Programmatic Reports
 - Implementation and Effectiveness Worksheets
 - Budget-to-Actual Reports
- Board minutes
- Copies of approved Section 21(h) application and all related budget amendments
- Personnel information
 - List of Section 21(h) personnel
 - Job descriptions
 - Copies of contracts for Section 21(h) employees
 - Time and attendance records
 - Payroll distribution report
- Evidence of expenditures
 - District purchasing policy and procedures
 - Detailed District 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 the request for funds
- Fixed assets
 - Fixed asset inventory of equipment purchased with Section 21(h) funds by building and room location

Appendix J - OPD Contact List

Staff Name	Email Address	Cell Phone
Dixon, Yvonne Interim Director	DixonY2@michigan.gov	517-898-5739
Baynes, Jill Office Manager	BaynesJ@michigan.gov	
Francisco, Lisa Manager, PAL Unit Partnership Agreement Liaison	FranciscoL@michigan.gov	517-243-7179
LaDue, Dan Supervisor, ARE Unit	LaDueD@michigan.gov	517-290-2581
Reynolds, Judy Executive Secretary	ReynoldsJ16@michigan.gov	517-855-8537
Riggle, Sheri Department Analyst	RiggleS@michigan.gov	
Williamson, Tara Department Technician	WilliamsonT2@michigan.gov	517-219-2997
Carlson, Liesel Partnership Agreement Liaison	CarlsonL6@michigan.gov	517-643-5894
Davis, Kimberly Partnership Agreement Liaison	DavisK45@michigan.gov	517-256-5743
Gardner, Althanie Partnership Agreement Liaison	GardnerA10@michigan.gov	517-897-7536
Guidry-Benion, Cassandra Partnership Agreement Liaison	GuidrybenionC@michigan.gov	517-643-3415
Harris, Eleanor Partnership Agreement Liaison	HarrisE8@michigan.gov	517-420-3502
Hogan, Lynn Partnership Agreement Liaison	HoganL2@michigan.gov	517-898-1291
Schummer, Paul Partnership Agreement Liaison	SchummerP@michigan.gov	517-242-2062
Teasley, Traci Partnership Agreement Liaison	TeasleyT@michigan.gov	517-388-9518

Appendix K - Acronyms and Glossary

Acronym List

AOE	Academic Outcomes Evaluation
ARE	Accountability, Research, and Evaluation
ATS	Additional Targeted Support
BR	Benchmark Review
CEPI	Center for Educational Performance Information
CNA	Comprehensive Needs Assessment
CSI	Comprehensive Support and Improvement
ESSA	Every Student Succeeds Act
GEMS/MARS	Grant Electronic Monitoring System/Michigan Administrative Review System
ISD	Intermediate School District
LEA	Local Education Agency
MDE	Michigan Department of Education
MEIS	Michigan Education Information System
MICIP	Michigan Integrated Continuous Improvement Process
MTSS	Multi-Tiered System of Supports
OEAA	Office of Educational Assessment and Accountability
OPD	Office of Partnership Districts
PA	Partnership Agreement
PAL	Partnership Agreement Liaison
PSA	Public School Academy
P-RAR	Periodic-Resource Allocation Review
RAG	Regional Assistance Grant
RAR	Resource Allocation Review
RESA	Regional Educational Service Agency
SMART	Specific, Measurable, Attainable, Relevant, Time-Bound
TSI	Targeted Support and Improvement

Partnership Agreement Glossary

Academic and Financial Operating or Intervention Plan:

An approved plan addressing the needs identified in the comprehensive needs assessment [MCL Section 388.1621h]. Unless required to complete a Periodic-Resource Allocation Review, the Partnership Agreement Report produced by MICIP will serve as the academic and financial operating or intervention plan.

Academic Outcome Evaluation:

An evaluation of school-level outcomes conducted at the end of the three-year agreement. The AOE process is completed only for districts that operate one or more schools re-identified for CSI supports.

Accountability Measures:

Pre-determined actions implemented by partnership districts in the event one or more schools are re-identified for CSI supports.

Area of Inquiry:

Pre-populated or manually assembled data sets that help identify assets or areas of need.

Assess Needs:

A process that helps a district gain a picture of its achievements and challenges and identifies the factors critical to its success. This includes looking at data from several sources – including academic, non-academic, and systems – as well as a variety of types of data - achievement, demographic, perception, and process – to identify the “what,” or the gap between the current state and the desired future state.

Comprehensive Support and Improvement:

A designation of additional support for schools among the lowest performing 5% statewide, OR high schools with a 4-year graduation rate of 67% or less.

District:

A term referring to both a traditional district (local education agency) and a public-school academy.

End Target Outcome:

A defined measure attained at the 36-month mark of the partnership agreement that positions schools to have students on track for improved achievement. These are written in SMART Goal format - specific, measurable, attainable, relevant, and time-bound and are aligned to an 18-month Interim Target Benchmark.

Every Student Succeeds Act (ESSA):

Reauthorization of the Elementary and Secondary Education Act (ESEA), the nation’s national education law, and a longstanding commitment to equal opportunity for all students.

Goal Area(s):

Area(s) identified for improvement based upon a needs assessment.

Goal Area(s), Interim Target Benchmarks, and End Target Outcomes Table:

A table outlining the identified goal areas, goal types, aligned 18-Month Interim Target Benchmarks, and 36-Month End Target Outcomes, evidence, and applicable building(s).

Grant Electronic Monitoring System/Michigan Administrative Review System (GEMS/MARS):

A platform used by the MDE to meet legal requirements to monitor implementation of federal and state programs at the local level to ensure funds and other resources are spent or used appropriately in accordance with federal and state law and education policy.

Growth:

Growth communicates the change in student assessment performance over time.

Interim Target Benchmark (ITB):

A defined measure attained at the 18-month mark of the partnership agreement that positions schools to have students on track for improved achievement. These are written in SMART Goal format - specific, measurable, attainable, relevant, and time-bound and are aligned to a 36-month End Target Outcome.

Interim Target Benchmark Review (BR):

A collaborative review of the partnership agreement takes place approximately halfway through the three-year agreement. The BR is a process for collecting, reviewing, and discussing evidence to determine the status of the agreement.

ISD/RESA:

Term referring to all intermediate school districts (ISD), regional education service agencies (RESA), and educational service districts (ESD).

Local/State Benchmark/Outcome:

A benchmark/outcome measuring change in student attendance, behavior, assessment, or achievement.

Michigan Integrated Continuous Improvement Process (MICIP):

A pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. The MICIP platform is used to generate partnership agreement goal areas, interim target benchmarks, and end target outcomes.

Michigan School Index:

Michigan's federal accountability system provides an overall school index value ranging from 0 to 100.

MiDataHub:

A collaborative, statewide effort to address challenges in managing and using school data. The work of this initiative has centered on creating an ecosystem for exchanging information across the large number of disconnected data systems used by schools in the state, based on predefined standards.

Multi-Tiered System of Supports (MTSS):

MTSS is 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.

Partnership Agreement Summary Report:

A summary of school-level end-target outcomes that are part of the partnership agreement release process, completed only by districts that operate one or more schools, NOT re-identified for CSI supports.

Period of Agreement – Commences:

The date on which the three-year agreement period begins. Development and final partnership agreement document completed 90 school days from this date.

Period of Agreement – Expire:

The date on which the three-year agreement period ends. Completion of agreement components may or may not coincide with this date.

Periodic - Resource Allocation Review (P-RAR):

A periodic team-based inquiry of district resource allocations conducted by the MDE, for districts serving a significant number of schools identified for additional support. Data collected in this inquiry is provided to the district for analysis and consideration of equitable distribution of available assets.

Process Benchmark/Outcome:

A benchmark/outcome measuring change in adult behavior or building/district systems.

Proficiency:

Proficiency is a “status measure” that represents the assessment performance of a student or a group of students at a single point in time.

Required Areas of Inquiry:

Five areas defined by law that partnership districts must review to generate partnership agreement goal areas.

Resource Allocation Review (RAR):

A team-based inquiry process conducted by the district in which participants focus on the equitable distribution of available assets within a school and/or district. The RAR will assist teams in identifying any existing resource inequities that impede the implementation of evidence-based strategies as intended.

Section 21(h):

The state allocated funds to districts with a partnership agreement. Partnership districts apply for funds annually. Funding is dedicated to improving instruction and student achievement in districts and their respective schools assigned to a partnership by the state superintendent [MCL Section 388.1622p].

Signatory Partner:

An individual in a leadership position at one of the signatory partner entities must sign the partnership agreement.

Signatory Partner Entity:

Members of the signatory partner entity are involved in assessing needs, partnership agreement development, and providing support to the district.