

Comprehensive Guide for Partnership Districts

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Office of Partnership Districts

Michigan Department of Education

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Table of Contents

Section One: Overview	Page 2
Section Two: OPD Operations and Structure.....	Page 6
Section Three: Partnership Agreement Development	Page 9
Section Four: Benchmark Review (BR).....	Page 18
Section Five: Completing the Partnership Agreement	Page 20
Section Six: Section 21(h) Funds	Page 21

Appendix

Appendix A: PAL Unit	Page 23
Appendix B: Benchmark Review Guide.....	Page 25
Appendix C: Completion of Partnership Agreement Flowchart	Page 32
Appendix D: Partnership Agreement Summary Meeting and Report.....	Page 33
Appendix E: Academic Outcomes Evaluation Guide (AOE)	Page 37
Appendix F: Section 21(h) Fiscal and Program Compliance.....	Page 41

Supplemental Information

Partnership Assignment Timeline	Page 42
Timeline for Partnership Agreement Development.....	Page 43
Legislation – MCL 388.1621(h)	Page 44
Legislation – MCL 388.1622(p)	Page 47
Partnership Agreement Glossary	Page 49
Acronym List	Page 53
OPD Contact Information	Page 54
Round Four Partnership Districts	Page 55

Section One

Overview

In March 2017, the Michigan Department of Education (MDE) embarked upon a partnership district model to individualize support and meet the needs of districts in Michigan with low-performing schools identified for Comprehensive Support and Improvement (CSI) who meet specific criteria to be assigned by the state superintendent as a partnership district.

The primary tenants of this approach are to ensure districts with low-performing schools:

- facilitate their turnaround process
- engage in district-level systemic improvement
- engage multiple perspectives or partners in the turnaround process
- determine their own goals, benchmarks, and outcomes for improvement

The Office of Partnership Districts (OPD) supports partnership districts at three levels, depending on the reason(s) and frequency the school(s) were identified for CSI. The three levels of support are intensive, essential, and fundamental.

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

- partnership district model
- framework and operations of the OPD
- partnership agreement development
- 18-month interim target benchmarks review
- 36-month academic outcomes evaluation
- Section 21(h) funding

The Partnership District Model

The MDE embarked on the partnership district model in 2017 to support high-needs districts and to meet federal requirements outlined in the Every Student Succeeds Act (ESSA). The partnership district model continues to be an integral component of achieving the goals in [Michigan's Top 10 Strategic Education Plan](#) (SEP).

The partnership district model's vision and approach are to establish a collaborative and focused method to facilitate academic achievement improvements for districts with the lowest-performing schools, while also building the capacity of the district and its partners to sustain improvement efforts. Through such a collaborative approach, districts are better able to shift from an individual school emphasis to a district-wide systemic focus to realize positive change.

The purpose of the partnership district model is to improve student academic achievement through the development and completion of a partnership agreement created collaboratively among the local district/public-school academy (PSA), intermediate school districts/regional education service agencies (ISD/RESA), public-school academy authorizer (if applicable), and the MDE. The intent is to improve district systems using a combination of local and state supports/resources to help districts provide each student with 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/PSAs and allows them to use community- and state-level support systems to drive instructional improvement.

Education Policy Innovation Collaborative (EPIC)

The MDE contracts with the Education Policy Innovation Collaborative (EPIC) to conduct research on the partnership district model to determine its overall effectiveness. EPIC's research activities include an annual survey of principals and teachers in partnership districts; a quantitative analysis of student and staff outcomes using state administrative data; and qualitative data collection through district and school personnel interviews (and other stakeholders as applicable), observations of partnership meetings and in partnership schools, and reviews of district and school documents and materials related to school improvement planning and implementation.

Federal Support Categories Entrance Criteria and Partnership District Assignment

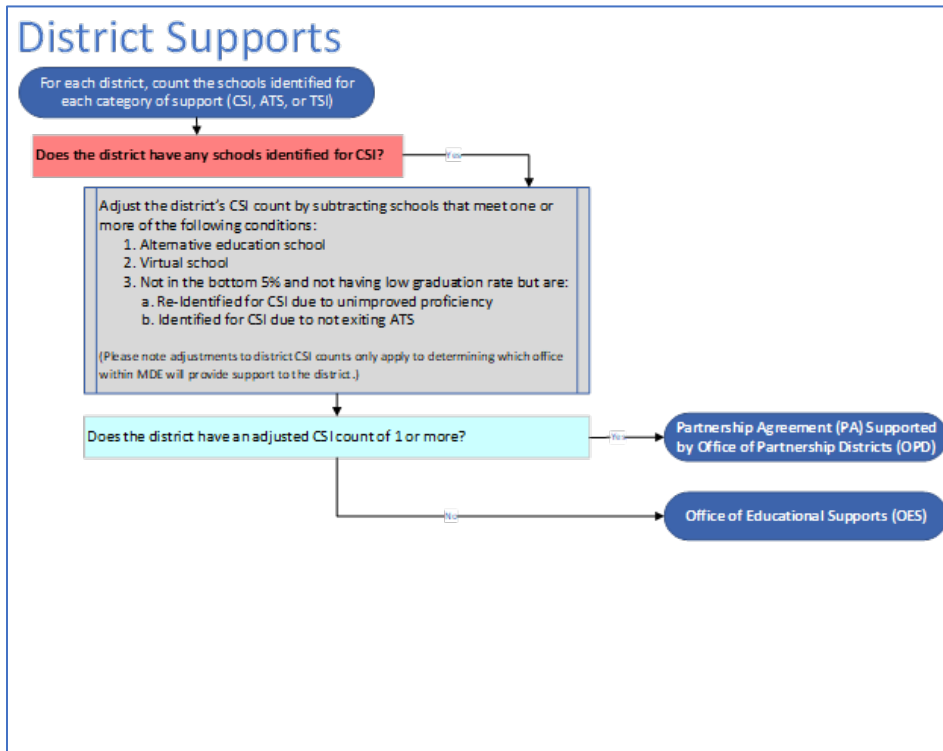
The Michigan School Index is used to identify schools for support to improve student academic achievement per ESSA requirements. The School Index:

- 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)

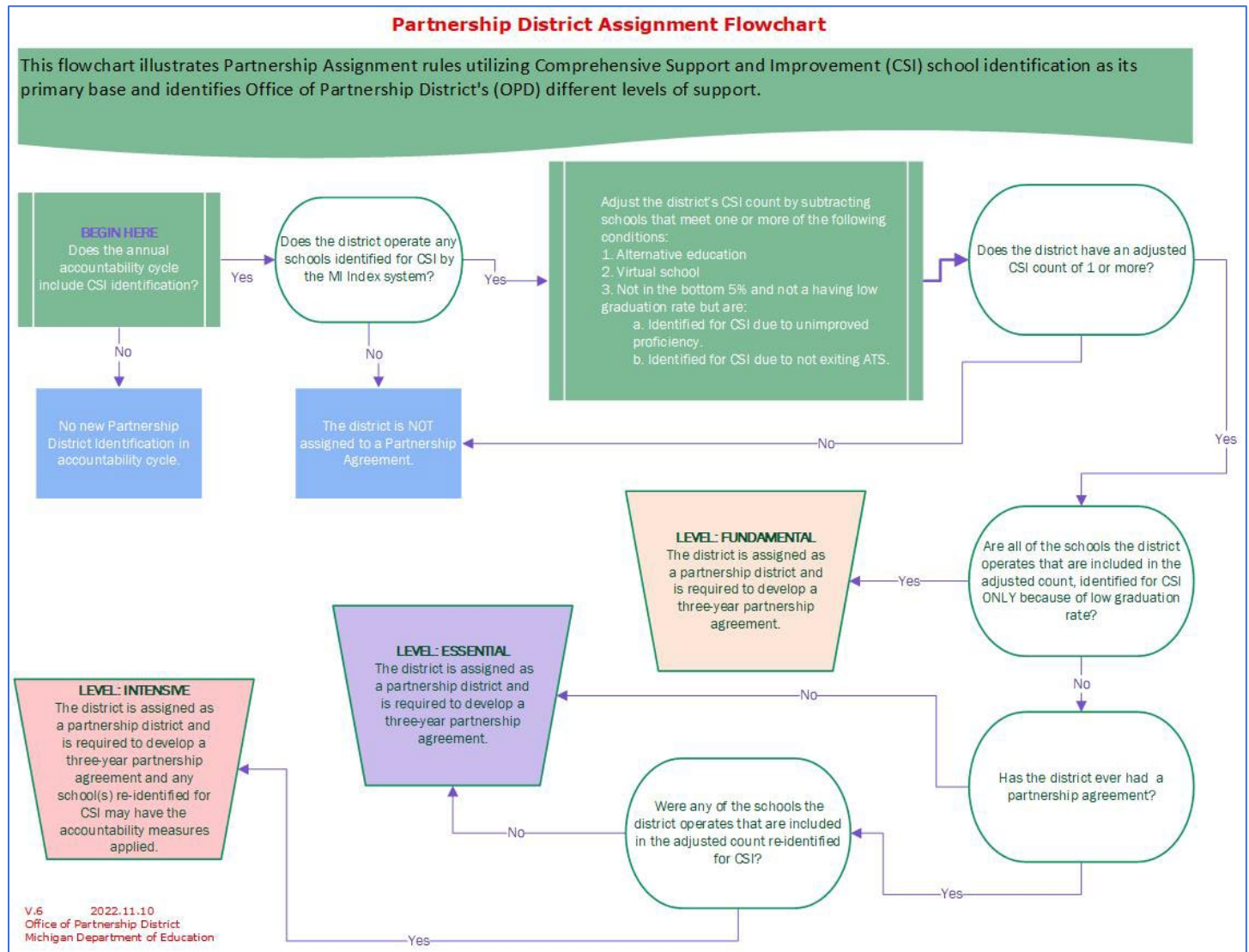
Districts that operate one or more schools identified for CSI by either being in the bottom 5% of the Michigan School Index or with a 4-year graduation rate of 67% or less receive partnership district assignment.

Michigan legislation Sections 388.1621h and 388.1622p govern the assignment of partnership districts by the superintendent of public instruction, establishes requirements for partnership agreements including measurable academic outcomes and accountability measures, and allocates funds for districts that have a partnership agreement. Funding is dedicated to improving instruction and student achievement in districts and their respective schools

This chart outlines criteria for partnership district assignment and unique exceptions due to the interrupted instruction caused by the Coronavirus pandemic.



The OPD provides support at three different levels: intensive, essential, and fundamental. The following chart outlines the pathway for determining which level of support a partnership district is assigned.



Section Two

OPD Operations and Structure

Mission

The OPD's mission is to provide timely and targeted comprehensive support to partnership districts. Through increased collaboration and positive relationships, OPD works to reduce barriers and identify appropriate resources to help expedite the district's academic achievement for all students.

Theory of Action

IF the Office of Partnership Districts reduces barriers and connects partnership districts to resources, **THEN** every partnership district can achieve identified goals. The OPD's Theory of Action is grounded in a clear understanding of the challenges partnership districts face and the opportunities that result from continuous improvement.

Structure

Under the direction of the Director and Assistant Director, the Partnership Agreement Liaison (PAL) Unit and Accountability, Research, and Evaluation (ARE) Unit support the OPD's mission.

PAL Unit

The OPD is committed to providing meaningful and ongoing support to districts and schools via an assigned liaison from the PAL Unit. The PAL is responsible for supporting assigned districts in the development and implementation of its partnership agreement; helping resolve problems and break down barriers; facilitating discussions and meetings; and ensuring that the partnership district receives maximum support for success from the MDE, identified partners, and other state agencies. The PAL also provides support to schools identified for Additional Targeted Support (ATS) and Targeted Support and Improvement (TSI) within the assigned partnership district. (See Appendix A)

ARE Unit

The ARE Unit develops and implements accountability systems aligned with appropriate legislation and MDE policies. The ARE Unit leads the Benchmark Review, Academic Outcomes Evaluation, and Section 21(h) funds application and reporting processes. The ARE Unit ensures the OPD is data-driven in supporting partnership districts.

Partnership Districts Networking Events

The OPD hosts a networking-style event(s) each school year to inform partnership districts of updates, provide technical assistance, and offer districts an opportunity to exchange practices impacting student achievement.

Communication

Effective communication between the OPD and the partnership district is critical and is intended to be supportive and remove barriers. Communications include memorandums, meeting/visit highlights, and time-sensitive reporting and/or resource reminders. The district superintendent/PSA school leader and the PAL collaborate to identify whom within the district and MDE need to be included in communications.

Partnership District Levels of Support Requirements

The OPD provides support to partnership districts specific to the reason(s) the district was assigned to a partnership agreement. The Levels of Support and District Requirements table below outlines the expectations for each level of support.

Expectation	Fundamental School has a four-year graduation rate of 67% or less	Essential The district was not previously assigned as a partnership district <u>and</u> has one or more schools identified for CSI, or the district was previously assigned as a partnership district <u>and</u> has one or more school(s) newly identified for CSI	Intensive A district previously assigned as a partnership district <u>and</u> has one or more school(s) re-identified for CSI	Responsible Partner
Liaison schedules on-site meetings with district leadership to review partnership agreement progress	Every other month (minimum)	Monthly (minimum)	Twice a month	OPD
Liaison schedules on-site meetings with district leadership, and ISD representatives to review partnership agreement progress	Quarterly	Every other month	Monthly (Includes OPD director/asst. director)	OPD
The OPD director or assistant director conducts school visits	Twice a Year	Quarterly	Monthly	OPD
The OPD director or assistant director participates in writing the partnership agreement	Not Applicable	Not Applicable	Applicable	OPD
District superintendent/PSA school leader conducts presentation(s) at local school board meetings regarding partnership agreement progress	Not Applicable	Annually	Semi-Annually	District
Districts are required to consider local school board training, potentially by the Michigan Association of School Boards (MASB) or a similar organization	Not Applicable	Not Applicable	Applicable	District
Districts must disaggregate data at the school level to determine areas of need.	✓	✓	✓	District
District must participate in the MI Data Hub.	✓	✓	✓	District
District must complete surveys as requested by OPD including EPIC's annual survey.	✓	✓	✓	District
District must develop 18-month interim target benchmarks and aligned 36-month end target outcomes.	✓	✓	✓	District

District must include accountability measures in the partnership agreement; traditional districts must include "reconstitution"; PSAs may include "reconstitution".	✓	✓	✓	District
District must include specific actions to be taken by all partners in the partnership agreement.	✓	✓	✓	District
District is encouraged to have at least one community partner based on the needs assessment in the partnership agreement.	✓	✓	✓	District
District/Liaison are to ensure a representative from MDE, OPD, and the ISD/RESA attend partnership agreement meetings.	✓	✓	✓	District OPD
Liaison facilitates the completion of a needs assessment utilizing MICIP and assists the district in developing the partnership agreement.	✓	✓	✓	OPD
Liaison facilitates the Benchmark Review (BR) and the preparation for Academic Outcome Evaluation (AOE).	✓	✓	✓	OPD
Liaison facilitates Section 21(h) requests to ensure alignment with the partnership agreement.	✓	✓	✓	OPD

Section Three

Partnership Agreement Development

Partnership districts are required to write a three-year partnership agreement (PA) to improve student achievement. Partnership districts have 90 school days to develop and execute the partnership agreement. This agreement is collaboratively developed by the district, 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 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]
2. An outline of **strategies and activities** for each goal including how these will be funded and communicated. Aligned measurable **18-month interim target benchmarks and 36-month end target outcomes** that will be achieved for each school operated by the district that is included in the partnership agreement and subject to approval by the OPD Director. [MCL Sections 388.1621h and 388.1622p]
3. Two to five **accountability measures**, at least one of which will be implemented by the district, to be imposed for each school operated by the district in the partnership agreement if school-level academic outcomes are not achieved. [MCL Section 388.1622p]
4. Specific **actions** that will be taken by the district and each of its signatory partners to improve student achievement as measured by the MI School Index. [MCL Section 388.1621h]

The Process for Writing a Partnership Agreement

The district superintendent/PSA school leader will hold an initial meeting with the assigned PAL and OPD Director or Assistant Director, if applicable, to achieve the following:

- review the partnership district assignment process, explain the partnership model, review the partnership agreement template, and explain actions necessary at upcoming meetings to complete the PA template by the assigned date
- identify district/school leadership designee who will attend meetings, develop PA, implement PA, and work with PAL and partners to fulfill the partnership agreement
- identify the signatory and other partners (e.g., union representative, family, community) who will attend the partnership agreement development meetings and participate in the implementation of the partnership agreement
- schedule PA development meeting dates to set expectations and build common understanding around the partnership agreement, how MICIP is utilized to develop the partnership agreement, conduct a MICIP needs assessment, and complete the PA template

Signatory partner entities are required to attend meetings during the development of the partnership agreement and sign the partnership agreement. These signatory partner entities are the:

- local district superintendent/PSA leader or designee
- ISD/RESA superintendent or designee
- MDE representative(s)
- PSA authorizer (if applicable)

The partnership agreement is finalized when it has been approved and signed by the director of the Office of Partnership Districts.

Michigan Integrated Continuous Improvement Process

The [Michigan Integrated Continuous Improvement Process \(MICIP\)](#) is a pathway for districts to improve student outcomes by assessing whole child needs to develop plans and coordinate funding. The PAL assists the district in developing the required achievement benchmarks, and outcomes. This may only be an adjustment of current MICIP goals, strategies, activities, benchmarks, and outcomes or developing of additional ones. The district generates the required report for the partnership agreement and ESSA.

Assess Needs, Root Cause Analysis, and Areas of Inquiry

The district will assess needs via an iterative process regularly throughout the continuous improvement cycle. The district will first look at district-wide data in the five required state and federal areas of inquiry and then look at the same school-level data for the school(s) identified in the partnership agreement. This includes looking at several data sources including academic, non-academic, and systems. To identify the gaps in student achievement, the following data types are also considered: achievement, demographic, perception, and process.

The district and school will then engage in a root cause analysis to discern the primary contributing factor(s) and identify challenges or opportunities for growth as well as assets that can be leveraged to address those opportunities.

The PAL and the ISD/RESA assist the partnership district in facilitating the needs assessment process and root cause analysis via MICIP. The five required state and federal areas of inquiry are:

1. 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 [MCL Section 388.1621h]
2. A review of the district and school building leadership and educator capacity to substantially improve student outcomes [MCL Section 388.1621h]
3. 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]
4. 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]
5. A review of resource inequities, which may include a review of district- and school-level budgeting [Every Student Succeeds Act Sec. 1111.c.4.D]
 - a. Districts with schools identified for CSI, ATS, or TSI are required to identify and address any resource inequities within the improvement plan [ESSA sec. 1111(d)(1)(B)(iv); sec.

111(d)(1)(B)(2)(C)]. The Resource Allocation Review (RAR) process is designed to satisfy the ESSA requirement of identifying any resource inequities

- b. When a district is identified as serving a significant number of schools identified for additional support, MDE must also periodically review resource allocations [ESSA sec. 111(d)(3)(A)(ii)]. To satisfy this ESSA requirement, MDE has developed a Periodic Resource Allocation Review (P-RAR) process to follow.

Goal Areas, Strategies, Actions, 18-Month Interim Target Benchmarks, and 36-Month End Target Outcomes

The above needs assessment process will lead partnership districts to identify goal areas necessary to improve student achievement. The partnership district will define interim target benchmarks and end target outcomes that are specific, measurable, attainable, relevant, and time-bound (SMART). These goal areas should provide a clear focus for improvement.

It is recommended that the PA and the district's strategic plan align. If a district strategic plan does not exist, it is highly recommended that the partnership agreement goal areas serve as the strategic plan for the partnership district until a comprehensive strategic plan is created. PSAs also need to collaborate with their authorizer to ensure that the PA aligns with their charter's contractual agreement.

Via the MICIP platform, the district and school will outline at least three and at most nine goal areas with strategies and activities that, when implemented with fidelity, will help the district address whole child needs, reach its goals, and achieve success. Districts are required to indicate goal area 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

Goal areas must include aligned 18-month interim target benchmarks and 36-month end target outcomes. Requirements for benchmarks and outcomes are:

- state assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome measuring proficiency or growth [MCL 388.1622p]
 - a minimum of three (3) percentage point increase in proficiency on state assessments; the desired 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%
- local student data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
- process data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
- at least one 18-month interim target benchmark and aligned 36-month end target outcome goal that addresses literacy

- the identified strategies for the goals should address whole child needs

While goals, 18-month interim target benchmarks, and 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.

The interim target benchmarks and end target outcomes will be included in a MICIP-generated CSI report and are also completed in the table found in **Section XVII of the partnership agreement**. The example benchmarks and outcomes table below provides an example:

#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month Interim Target Benchmarks
1	Student Reading Achievement	Happy Elementary School	01234	Local	2	NWEA Report	During the 2024-25 school year at least 67% of full academic year students will meet their growth target on NWEA Reading MAP growth.	During the 2023-24 school year at least 50% of full academic year students will meet their growth target on NWEA Reading MAP growth.
2	Student Mathematics Achievement	Happy Elementary School	01234	State		MSTEP Report	Student mathematics proficiency based on MSTEP will increase at least 3 percentage points from 2022 to 2025	Student mathematics proficiency based on MSTEP will increase at least 2 percentage points from 2022 to 2024
2	Student Mathematics Achievement	Sweetness High School	04321	State	5	SAT Report	Student mathematics proficiency based on SAT will increase at least 3 percentage points from 2022 to 2025	Student mathematics proficiency based on SAT will increase at least 2 percentage points from 2022 to 2024
3	Talent Management	Happy Elementary	01234	Process	7	Staff Roster	At least 85% of certified teachers will be retained from the 2023-24 school year to the 2024-25 school year.	At least 80% of certified teachers will be retained from the 2022-23 school year to the 2023-24 school year.
3	Talent Management	Sweetness High School	04321	Process	7	Staff Roster	At least 85% of certified teachers will be retained from the 2023-24 school year to the 2024-25 school year.	At least 80% of certified teachers will be retained from the 2022-23 school year to the 2023-24 school year.
4	Student Attendance	Happy Elementary	01234	Local		Attendance Report	Decrease the percentage of chronically absent students, as defined by the state, from 48% in the 2021-22 school year to at most 20% in the 2024-25 school year.	Decrease the percentage of chronically absent students, as defined by the state, from 48% in the 2021-22 school year to at most 30% in the 2023-24 school year.

#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month Interim Target Benchmarks
4	Student Attendance	Sweetness High School	04321	Local	2, 3, 5	Attendance Report	Decrease the percentage of chronically absent students, as defined by the state, from 54% in the 2021-22 school year to at most 20% in the 2024-25 school year.	Decrease the percentage of chronically absent students, as defined by the state, from 54% in the 2021-22 school year to at most 35% in the 2023-24 school year.
5	Student Mathematics Achievement	Happy Elementary School	01234	State	2, 3, 5	MSTEP Report	The math mean growth percentile (MGP) value based on MSTEP will increase at least 2 points from 2022 to 2025.	The math mean growth percentile (MGP) value based on MSTEP will increase at least 1 point from 2022 to 2024.

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 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
 - c. failed to exit ATS status
2. Improve proficiency in both mathematics and ELA for the final two years (2024,2025) of identification for CSI as calculated on the School Index (minimally 0.01 percentage point improvement)

Accountability Measures

Partnership districts operating schools in the partnership agreement re-identified for CSI in the 2025 identification cycle **and** who 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]

The partnership agreement requires districts to identify a minimum of two, and no more than five, accountability measures in **Section XVI of the partnership agreement**. Accountability measures are imposed no later than the 2026-27 school year.

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

- 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 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

Accountability measure examples:

- Restart the school
 - replace building principal
 - adopt new instructional and curricular programming
 - enroll students only at the lowest grade offered
- Institute operational flexibility for the school distinct from the district's current system
 - talent management system where the building principal has sole authority to select building staff
 - budgeting and use for all funds
- Modify governance shifting greater decision-making authority to the local community

Partnership District Requirements**Michigan Data Hub**

Partnership districts are required to participate in the Michigan Data Hub (PA Section VI) and are to provide permission for the appropriate benchmark assessment vendor (i.e., NWEA, Curriculum Associates, Renaissance Learning, or Data Recognition Corporation) to transfer student-level benchmark assessment data from the fall and spring of each year to the Michigan Data Hub for Education Policy Innovation Collaborative (EPIC), Michigan State University (MSU)'s research of the partnership district model. FERPA shall be followed as required by law.

EPIC

Partnership districts are:

- required to participate in EPIC's qualitative data collection efforts (e.g., interviews, meetings) if asked to do so by the EPIC research team
- required to have a minimum survey participation rate of 50% for schools identified within the partnership agreement and a 30% participation rate for schools not identified in the agreement (Noted in PA Section VI.)

Partner Actions

Support of the signatory and other partners is critical to the partnership district's attainment of goal areas, 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

- support the superintendent/PSA school leader
- ensure that the school/district community is meaningfully engaged in the implementation of the partnership agreement

Superintendent/PSA School Leader

- provide updates as defined by the OPD level of support to the board of education regarding the status of the district as it relates to the implementation of this partnership agreement
- ensure that the school/district community is meaningfully engaged in the implementation of this agreement
- schedule meetings with the partnership agreement liaison and partners to discuss progress on partnership agreement implementation

- [OPTIONAL] Convene community meeting(s) and provide attendees with an update regarding the status of the district as it relates to the implementation of the partnership agreement and the achievement of the interim target benchmarks and end target outcomes

ISD/RESA

- implement Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement and actively support the partnership district

Authorizer (if applicable)

- meaningfully engaged in the implementation of the partnership agreement

MDE

- assign an OPD partnership agreement liaison to serve as the primary point of contact
- assign 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 ensure district financial stability [MCL Section 388.1621h]

Additional Areas to Complete

During the partnership agreement development process, the district is to complete the following areas beginning on page seven. These include:

- naming and providing contact information for the signatory partners
- naming additional partners (noted in PA Section XIII)
- identifying CSI schools supported by the partnership agreement (noted in PA Section XIV)
- listing schools identified for additional support (CSI, ATS, or TSI) schools that will not be included in the district's partnership agreement (noted in PA Section XIV)
- identifying assurance of actions for each signatory partner (noted in PA Section XVI)
- completing the goals, interim target benchmarks, and end target outcomes table (noted in PA Section XVII)
- submitting the district's MICIP-generated CSI building-level Partnership Agreement Report(s) to meet requirements of Section I.B
- garnering signatures of all signatory partners
- garnering signatures of additional partners (not required)

Submitting Partnership Agreement for Approval

Once all necessary information is uploaded and signatures garnered, the district will submit its partnership agreement electronically via the Grant Electronic Monitoring System/Michigan Administrative Review System (GEMS/MARS) in two forms by the assigned deadline:

- PDF format including all signature pages
- Word document

The director of the Office of Partnership Districts will review the agreement for approval and sign it. The OPD will create a PDF of the entire agreement with all required signatures, provide a copy to the district, and post a completed copy to the OPD webpage on the MDE website.

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 initiate 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

During the lifetime of the PA, the partnership district staff works closely with the PAL and participates in required meetings according to the level of support. The purpose of these meetings is to identify the next steps and review continuous progress toward goal area attainment. The district might 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.

Partnership Agreement Amendments

The PA may be modified after the initial signing if the district or the OPD identifies an area of need not addressed in the original PA. Amendments must be developed collaboratively, agreed to, and signed by all original signatory partners. While goals, 18-month interim target benchmarks, and 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

Benchmark Review and Status

The Benchmark Review (BR) is a collaborative review of the partnership agreement which takes place halfway through the three-year agreement. Specifically, the BR is a process designed to review progress toward and status in meeting the interim target benchmarks. The PAL provides technical assistance to support the partnership district in preparing for the BR.

Benchmark Review Process and Status

The BR process consists of three main activities which are outlined below. (See Appendix B for supporting details)

1. Documentation of Evidence

- Partnership districts have at least a six-week window to submit evidence of progress toward and status in meeting the interim target benchmarks.
 - District utilizes the MICIP platform to monitor and provide evidence of:
 - strategy implementation
 - interim benchmark status (upload current data object)
 - District completes a self-assessment of progress towards meeting each interim target benchmark via the OPD-provided survey; district communicates survey completion to the PAL and ISD/RESA
- The ISD/RESA shall review the MICIP evidence submitted by the district and complete an OPD-provided survey assessing district progress toward and status in meeting each interim target benchmark; ISD/RESA may submit evidence
- The OPD-ARE Unit, in collaboration with the PAL, shall review MICIP evidence submitted by the district and the ISD/RESA and complete an assessment of district progress toward and status in meeting each interim target benchmark; OPD may submit evidence
- OPD completes and sends the district and ISD/RESA a comprehensive interim target benchmark assessment summary

2. Structured Conference

- Hosted by the partnership district; the district determines location
- Meeting attendees should reflect the stakeholders of the partnership agreement including signatory partners. In addition to signatory partners and/or their designee, the district may consider including the following stakeholders: central office leader(s), CSI building leader(s), board president, PSA authorizer, and others as deemed appropriate.
- Agenda includes:
 - Interim target benchmark review protocol overview presented by the OPD
 - District presentation informed by its interim target benchmarks to “tell its story” that minimally:
 - Shows progress towards interim target benchmarks for each school identified as in the partnership agreement
 - Shares monitoring and adjusting summary of each strategy per MICIP guidance (fidelity of implementation, scale/reach, capacity, impact)
 - Includes evidence, celebrations, barriers, and strategy/activity adjustments

- Highlights Section 21(h) awards and impact
- Updates action taken to address inequities identified in the Resource Allocation Review
- Features partner support and impact
- Collaborative partner conversation informed by the preliminary assessment of progress toward meeting interim target benchmarks, the submitted evidence, and the district presentation
- Preliminary determination of benchmark review status, by signatory partners, based upon consensus around progress towards meeting interim target benchmarks.
 - If available at the time of the structured conference, the results of the MI School Index will contribute to a final benchmark review status (See *Appendix B - Benchmark Review Status Business Rule Metrics*)

3. Next Steps

- District superintendent/PSA school leader, ISD/RESA, and the OPD develop and agree upon next steps, e.g., future meetings, mid-course corrections, continuing successful strategies, etc.
- OPD communicates a **preliminary** report to the district and ISD/RESA within 20 business days of the structured conference
- OPD communicates a **final** summary report including the benchmark review status to the district within 10 business days of the public release of the MI School Index
- District presents to the school board/board of directors within 60 business days after signing the **final** BR summary

Section Five

Completing the Partnership Agreement

The completion of the partnership agreement is dependent upon whether the partnership district continues to operate the school(s) identified for CSI in the next identification cycle. (See Appendix C)

36-Month Partnership Agreement Summary Meeting and Report

The 36-Month Partnership Agreement Summary Meeting takes place at the end of the three-year agreement and will **only** be completed by districts that operate one or more schools NOT re-identified for CSI.

These districts will engage in a collaborative meeting between the district, ISD/RESA, and MDE explain the progress of end target outcomes, and growth opportunities, and will identify the 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, ISD/RESA, and the MDE Office of Educational Supports (OES) who will coordinate supports moving forward. (See Appendix D)

36-Month Academic Outcome Evaluation (AOE)

The AOE process is **only** completed for districts who operate one or more schools re-identified for CSI support and will be completed **only** by districts who operate one or more schools re-identified for CSI support. (See Appendix E)

The 36-month Academic Outcome Evaluation (AOE) is an evaluation of **school-level** outcomes. The AOE is a multi-phased process designed to collect, discuss, and evaluate evidence to determine the need for the application of school-level accountability measures defined in Section XV of the partnership agreement.

Application of Accountability Measures Business Rules

The district is to impose accountability measures for any school in the partnership agreement that did not achieve their academic outcomes and is in the bottom 5% of the Michigan School Index. The imposed accountability measures shall be clearly identified in the next partnership agreement and be incorporated into the PA benchmarks and outcomes.

A school that is required to apply an accountability measure has:

- Met one-third (33.33%) or less of local and state assessment academic outcomes

A school that is NOT required to apply an accountability measure has:

- Met more than one-third (33.33%) of local and state assessment academic outcomes

Reporting to the Board of Education/Community

The results of the AOE are presented by the district superintendent/PSA school leader to the local Board of Education/Community at the next regularly scheduled local Board of Education meeting following the AOE. The superintendent/PSA school leader is to notify the assigned PAL of the scheduled date, time, and location of this meeting.

Section Six

Section 21(h) Funds

Under MCL Section 388.1621(h) the Michigan Legislature allocates funds for districts that have a partnership agreement. The MDE provides the oversight of Section 21(h) funds. 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 the attainment of benchmarks and outcomes identified in the district's partnership agreement.

Partnership districts apply for funds on an annual basis. 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:

- Completes a needs assessment utilizing MICIP in collaboration with their ISD/RESA, community members, education organizations, and postsecondary institutions including a review of their:
 - Multi-Tiered System of Supports (MTSS)
 - school building leadership and educator capacity, and
 - classroom instructional practices and curriculum alignment with research-based models.
- Develops an intervention plan that is incorporated into the agreement and addresses the needs identified in the needs assessment that includes:
 - specific actions that will be taken by the district and each of its partners to improve student achievement, and
 - specific measurable 18-month interim target benchmarks and 36-month end target outcomes to improve student achievement that must include academic outcomes that put pupils on track to meet or exceed grade-level proficiency.

The partnership agreement is designed to ensure all requirements outlined in MCL Section 388.1621(h) are fulfilled. An eligible district can receive Section 21(h) funds for the duration of their partnership agreement. The payment schedule is determined by the MDE.

Participation Requirements

Applications for Section 21(h) grant funds are available annually, pending legislative approval, to eligible districts that:

- Utilize funds to support the attainment of the partnership agreement's:
 - 18-month interim target benchmarks
 - 36-month end target outcomes
- Receive Section 21(h) funds for no more than three years per agreement cycle, and
- Demonstrate effectiveness and meet a minimum utilization rate of previously funded activities.

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
- 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 apply for Section 21(h) funds utilizing the NexSys grant management system. The approval process includes reviews and recommendations by the PAL and an MDE partnership funding stream committee. Additionally, beginning in 2023 the legislature allocated \$36,000,000 to all districts in equal installments of \$12,000,000 in each of the fiscal years 2023-2024, 2024-2025, and 2025-2026. The OPD executive leadership makes final recommendations to the state superintendent for approval. Funds are disbursed via the State Aid Management System (SAMS).

Monitoring the Use 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 comprehensive monitoring of Section 21(h) is embedded in the NexSys grant management system, the benchmark review (BR), and the Academic Outcomes Evaluation (AOE). Additionally, reporting requirements include periodic submission of Implementation and Effectiveness (I & E) Worksheet and annual submission of Budget-to-Actual Report.

The OPD conducts fiscal reviews based on several factors including the I & E Worksheet and Budget-to-Actual Report. (See Appendix F)

Process to Amend Section 21(h) Application

Districts may request modification of funds awarded under Section 21(h). Districts collaborate with the assigned PAL to determine necessary modifications in the NexSys grant management system to request approval. An updated *Section 21(h) Application NexSys Help Guide for Districts* is available under Resources on the OPD webpage.

Appendix A

PAL Unit

The MDE developed a partnership district model as a district-level approach to support partnership district needs. The role of the Partnership Agreement Liaison (PAL) is to remove barriers to communication and identify appropriate resources. Using the PAL as a navigator, a communications broker, a neutral facilitator, and an 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.

Liaison as a Navigator

The partnership district model is designed to eliminate barriers. The PAL serves as a navigator for the partnership district. These responsibilities include:

- connecting the partnership district to the appropriate MDE individual, unit, office, and/or program;
- working behind the scenes to find a resolution to internal barriers at the MDE; and
- 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. These responsibilities include:

- facilitating collaborative conversations,
- assisting partnership districts and the MDE to engage in meaningful conversations, and
- assuring that all relevant parties are included in correspondence and conversations.

Liaison as a Neutral Facilitator

The partnership district model is designed to reduce distractions. The PAL serves as a neutral facilitator for the partnership district. These responsibilities include:

- being an active listener,
- understanding all perspectives without judgment and helping to maintain focus on goals, and
- serving as a neutral facilitator for meetings when requested.

Liaison as a Primary Point-of-Contact

The partnership district model is designed to minimize ambiguities. The PAL serves as the official primary point of contact for the assigned partnership district superintendent and/or PSA school leader, or other district designees. Relative to the partnership agreement, these responsibilities include:

- interacting with the superintendent/PSA school leader, central office designee, or building principal(s);
- being included in district correspondence originating from the MDE;
- being included in all correspondence originating from the partnership district; and
- being designated as the MDE contact for the district.

Other Responsibilities of PALs

- may attend district, community, and/or local school board meetings when requested
- work collaboratively with the partnership district to identify district goals
- be aware of the progress of district priorities
- be aware of the most pressing issues and needs for accelerating turnaround efforts
- keep the district focused on the partnership agreement goals and support them in their efforts
- provide technical assistance in the service of partnership agreement goals
- 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, MDE service providers, and/or community partners or providers
- assist partnership district with the development of Section 21(h) grant application

Appendix B – Benchmark Review (BR) Guide

The Benchmark review (BR) is a collaborative process designed to review progress toward meeting the interim target benchmarks. This takes place approximately halfway through the three-year agreement after the first full year of implementation. The BR process consists of three main activities. Signatory partners' roles and responsibilities are listed in Table 3.

1. Documentation of Evidence

The Documentation of Evidence phase is at least a six-week window that requires the partnership district to submit evidence that will be used to make "met" or "not met" self-determinations of each partnership agreement's 18-month interim target benchmark. This process allows the district to:

- Prepare for the BR structured conference
- Be intentional in sharing promising practices that support the successful implementation of the agreement

Documentation of evidence process:

- District utilizes the MICIP platform to review and submit evidence supporting progress toward meeting interim target benchmarks by formatively monitoring strategy implementation and impact
 - Districts are not to mark a strategy implementation activity or Interim Target Measure as complete until **after** the structured conference.
- District completes, and notifies PAL and ISD/RESA when completed, a self-assessment of progress towards meeting the 18-month interim target benchmarks 3-months prior to the scheduled structured conference
- ISD/RESA completes and notifies PAL when completed, an assessment of district progress towards meeting the 18-month interim target benchmarks
- OPD completes an assessment of district progress towards meeting the 18-month interim target benchmarks
- OPD sends the signatory partner entities an interim benchmark table with the preliminary assessments from each of the three partners

2. Structured Conference

The purpose of the benchmark review (BR) structured conference is for all partners to engage in collaborative conversation and decision-making, culminating in an agreed-upon district performance status. Based upon consensus around interim target benchmark progress, the benchmark review status is determined by the district superintendent/PSA school leader, ISD/RESA, and OPD, utilizing the BR status business rules (Tables 4 and 5).

All attendees will:

- be familiar with the partnership agreement BR process,
- be familiar with each benchmark,

- be aware of the evidence utilized to determine the status of each benchmark
- know the status of each benchmark in terms of “met” or “not met”, and
- know district and school(s)’ status in terms of *On-Track*, *Off-Track with Progress*, or *Off-Track*.

Attendees

Meeting attendees should reflect the stakeholders of the partnership agreement including signatory partners. In addition to signatory partners and/or their designee, the district may consider including the following stakeholders: central office leader(s), CSI building leader(s), board president, PSA authorizer, and others as deemed appropriate.

Agenda Overview

Benchmark Review Protocol

The BR protocol overview is a 15-minute presentation that details the partnership model and includes specific information regarding the process to determine the district’s status. The presentation will be delivered by an OPD representative.

District Presentation

Partnership districts will be given up to 50 minutes to present data and evidence. The district presentation is informed by its interim target benchmarks to “tell its story” that minimally:

- Shows progress towards meeting 18-month interim target benchmarks
- Shares a monitoring and adjusting summary of each strategy per MICIP guidance (fidelity of implementation, scale/reach, capacity, impact)
- Includes evidence, celebrations, barriers, and strategy/activity adjustments
- Highlights Section 21(h) awards and impact
- Updates action taken to address inequities identified in the Resource Allocation Review
- Features partner support and impact

Collaborative Conversation and Benchmark Consensus

The collaborative conversation provides all partners the opportunity to seek clarification, ask further probing questions, and express their position on progress toward meeting interim target benchmarks. To start the conversation, the OPD will share determinations of progress toward meeting the 18-month interim target benchmarks. All partners are expected to engage in the collaborative conversation; efforts will be taken by the facilitator to ensure all voices are heard.

Preliminary Benchmark Review Status and Summary

Based on the Benchmark Review Status Business Rule Metrics (Table 4 and Table 5), the local district/PSA, the ISD/RESA, and the OPD will make the interim target benchmark status determination revising preliminary benchmark statuses, as needed, based upon the district presentation and collaborative conversation. Once the status determinations for all benchmarks have been established, the group will determine the next steps, e.g., future meetings, mid-course corrections, continuing successful strategies, etc.

App B Table 1. Suggested Structured Conference Timeframe

15 minutes	Benchmark Review Protocol Overview	OPD
50 minutes	District Presentation	Partnership District
10 minutes	Break	
60 minutes	Collaborative Conversation Interim Target Benchmark Consensus Discussion of Benchmark Review Status Rule Metrics	BR Facilitator
45 minutes	Benchmark Review Collaborative Recommendations Closing	BR Facilitator

Structured Conference Roles and Responsibilities**Benchmark Review Facilitator**

The role of the BR facilitator is to ensure that the structured conference is conducted in a timely, collaborative, open, professional, and thoughtful manner. This is especially the case for the collaborative conversation. The OPD will identify an individual to serve as the benchmark review facilitator.

Designated Host

The district serves as the BR host and will collaborate with the ISD/RESA and OPD to determine the BR location and assist with logistics.

Role of the Partnership Agreement Liaison (PAL)

The role of the PAL is to:

- Serve as support to district staff during the BR structured conference
- Serve as the notetaker

3. Next Steps

Following the structured conference:

- District plans for and/or completes identified actions from the structured conference
- OPD prepares the benchmark review preliminary and final summary reports
 - OPD communicates a preliminary report to the district and ISD/RESA within 20 business days of the structured conference
 - OPD communicates a final summary report including the benchmark review status to the district within 10 business days of the public release of the MI School Index
- OPD posts the final signed summary report to the OPD webpage and sends a signed copy to the partnership district.
- District presents to the school board/board of directors within 60 business days after signing the final BR summary

App B Table 2. Timeline for Benchmark Review (BR)

	Schedule structured conference (SC) date	February 2024
Documentation of Evidence	Ongoing district data collection and self-assessment submission	6-week window Begins 3 months prior to SC date
	ISD/RESA data collection and assessment	2-week window
	OPD review of evidence and shares feedback with the district and ISD	2-week window
	District and ISD review OPD feedback	1-week window
	District presentation preparation	1-week window
Structured Conference	Structured conference (specific date mutually agreed upon)	September 2024 to December 2024
	Next steps identified	During structured conference
Next Steps	OPD completes preliminary BR summary	Within 20 days after the structured conference
	OPD completes final BR summary	Within 10 days after the MI School Index public release
	District presentation to the school board/board of directors	Within 60 days after signing the final benchmark review summary

App B Table 3. Benchmark Review Roles and Responsibilities

Key Activity	District	ISD/RESA	MDE-OPD
Documentation of Evidence	Use MICIP to upload: <ul style="list-style-type: none"> benchmark evidence (Monitor ITM) additional evidence (Monitor strategy implementation) 	Support the district in identifying evidence and MICIP upload	Support the district in identifying evidence and MICIP upload (PAL)
	Complete BR self-assessment (Survey Monkey)	Review MICIP Complete BR assessment	Review MICIP Complete BR assessment
	Prepare district presentation	Support the district in preparing district presentation	Support the district in preparing district presentation (PAL)
Structured Conference (SC)	Establish SC location Attend SC: superintendent	Attend SC: <ul style="list-style-type: none"> superintendent or leadership designee assigned ISD improvement facilitator 	Identify SC facilitator Serve as the SC notetaker (PAL) Attend SC: <ul style="list-style-type: none"> OPD director/asst. Director/ARE Unit PAL
Next Steps	Summary Report <ul style="list-style-type: none"> Preliminary (read and share) Final (read, sign assurance page, and share) 	Summary Report <ul style="list-style-type: none"> Preliminary (Read) Final (Read) 	Summary Report <ul style="list-style-type: none"> Preliminary – write (PAL) Final – update (ARE Unit); ensure assurance page signature Post the signed final summary report to the OPD webpage (executive secretary)
	Presentation to Board of Education/Community Provide OPD BoE meeting minutes	Attend BOE/community presentation if applicable	Attend BOE/community presentation if applicable (PAL, director, asst. director)

BENCHMARK REVIEW STATUS BUSINESS RULE METRICS

Business rules to determine school and district status are outlined in Table 1 and Table 2. The status for districts with only one partnership school will equal the school status.

- **Districts with one partnership school** use **only** Table 1.
- **Districts with two or more schools** in a partnership agreement **first** use Table 1 for each school and **then** the results from the application of Table 1 are applied in Table 2 to determine the district status.

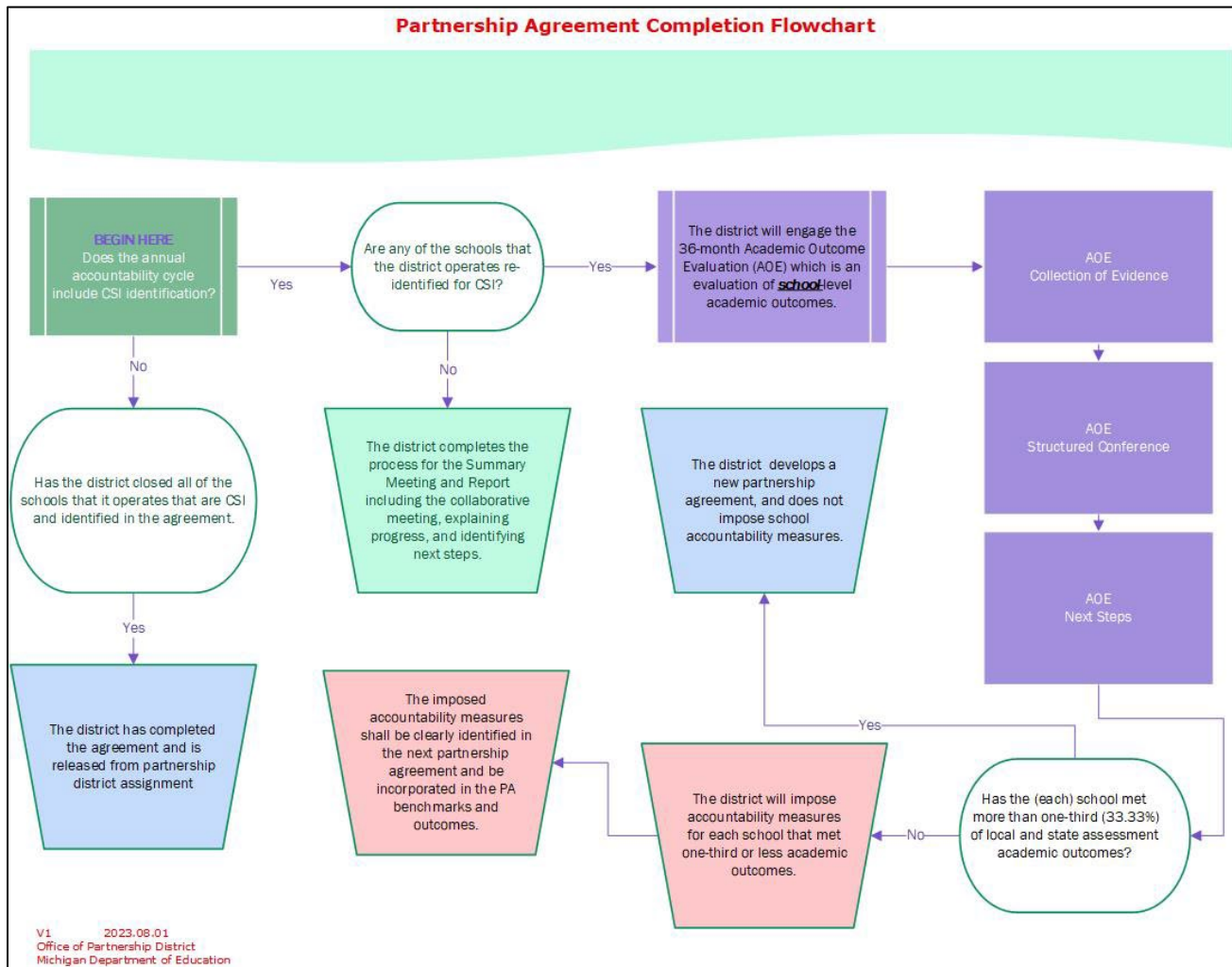
App B Table 4. School-level and districts with only one partnership school

<i>On-Track</i>
A school that is <i>On-Track</i> has:
<ul style="list-style-type: none"> • Met at least two-thirds (66.67%) of process interim target benchmarks, • Met at least one-third (33.33%) of interim target benchmarks utilizing local data, • Met at least one state assessment interim target benchmark(s), and • Increased its MI Index overall score from the value used in the base identification year.
<i>Off-Track with Progress</i>
A school that is <i>Off-Track with Progress</i> has:
<ul style="list-style-type: none"> • Met at least one-third (33.33%) of process interim target benchmarks, • Met at least one-third (33.33%) of interim target benchmarks utilizing local data, and • Met at least one (1) state assessment interim target benchmark.
<i>Off-Track</i>
A school that is <i>Off-Track</i> has:
<ul style="list-style-type: none"> • Met less than one-third (33.33%) of process interim target benchmarks, • Met less than one-third (33.3%) of its interim target benchmarks utilizing local data, or • Met none of its state-level assessment data benchmarks.

App B Table 5. Districts with two or more partnership schools

On-Track
A district is <i>On-Track</i>:
<ul style="list-style-type: none"> • If two schools are in PA, at least one-half (50%) of schools in the agreement are <i>On-Track</i> and neither school is <i>Off-Track</i> as determined by the school-level business rules. • If three schools are in PA, at least two-thirds (66.67%) of schools in the agreement are <i>On-Track</i> and no school is <i>Off-Track</i> as determined by the school-level business rules. • If four or more schools are in PA, at least one-half (50%) of schools in the agreement are <i>On-Track</i> and, at most, one school is <i>Off-Track</i> as determined by the school-level business rules.
Off-Track with Progress
A district is <i>Off-Track with Progress</i>:
<ul style="list-style-type: none"> • If two schools are in PA, both schools are <i>Off-Track with Progress</i>, or one school is <i>Off-Track with Progress</i> and one school is <i>Off-Track</i> as determined by the school-level business rules. • If three schools are in PA, <ul style="list-style-type: none"> • at least one-third (33.33%) of schools in the agreement are <i>On-Track</i> as determined by the school-level business rules, or • at least two-thirds (66.67%) of schools in the agreement are <i>Off-Track with Progress</i> and at most one school is <i>Off-Track</i> as determined by the school-level business rules. • If four or more schools are in PA, at least one-half (50%) of schools in the agreement are <i>On-Track</i> or <i>Off-Track with Progress</i>, and, at most, two schools are <i>Off-Track</i> as determined by the school-level business rules.
Off-Track
A district is <i>Off-Track</i>:
<ul style="list-style-type: none"> • If two schools are in PA, both schools in the agreement are <i>Off-Track</i> determined by the school-level business rules. • If three schools are in PA, at least two-thirds of schools are <i>Off-Track</i> and zero schools in the agreement are <i>On-Track</i> as determined by the school-level business rules. • If four or more schools are in PA, at least one-half (50%) of schools in the agreement are <i>Off-Track</i> and no more than 25% of schools are <i>On-Track</i> as determined by the school-level business rules.

Appendix C - Completion of Partnership Agreement Flowchart



Appendix D – Partnership Agreement Summary Meeting and Report

Partnership Agreement Summary Meeting Guidance

The 36-Month Partnership Agreement Summary Meeting takes place at the end of the three-year agreement and will **only** be completed by districts that operate one or more schools NOT re-identified for CSI.

These districts will engage in a collaborative meeting between the district, ISD/RESA, and MDE explaining the progress of end target outcomes, and growth opportunities, and will identify the 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, ISD/RESA, and MDE Office of Educational Supports (OES) who will coordinate supports moving forward.

Summary Meeting

The purpose of the Partnership Agreement Summary Meeting is for all partners to engage in collaborative conversation and decision-making, culminating in an agreed upon school(s) accountability measure determination. All Partnership Agreement Summary Meetings will be conducted on-site at the district.

The OPD will complete and send the Partnership Agreement Summary Report to the district. The district will then use this report to inform the school board/board of directors within 60 days of signing the summary report.

Attendees

Meeting attendees should reflect the stakeholders of the partnership agreement including 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	Facilitated By
15 Minutes	Welcome and Protocol Overview	OPD Director or Assistant Director
60 Minutes	District Presentation <ul style="list-style-type: none"> Progress of End Target Outcomes Opportunities for Growth 	Partnership District
30 Minutes	Collaborative Conversation <ul style="list-style-type: none"> Next Steps to Sustain Progress Toward Increased Student Achievement 	OPD Director or Assistant Director
15 Minutes	Review Summary	OPD Director or Assistant Director

Roles and Responsibilities

Meeting Facilitator

The role of the facilitator is to ensure that the meeting is conducted in a collaborative, open, professional, and thoughtful manner. The MDE will identify an individual to serve as the facilitator.

Partnership Agreement Liaison (PAL)

- will work closely with the district in securing a date for the Partnership Agreement Summary Meeting
- will provide technical assistance on how to identify relevant evidence to support identified outcomes
- will serve as support to district staff during the Partnership Agreement Summary Meeting
- will record the explanation of progress, opportunities for growth, and next steps to sustain progress toward increased student achievement

Timeline Partnership Agreement Summary Meeting

Action	Date
Schedule Tentative Summary Meeting Date	June - August 2025
Confirm Summary Meeting Date	Following Fall 2025 Identification Cycle Public Release
Summary Meeting Date	November – December 2025
Confirm Meeting Time, Date, Physical Location, Attendees	Two Weeks Prior to the 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: November 29, 2022 – November 28, 2025

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 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 E – Academic Outcomes Evaluation Guide (AOE)

The Academic Outcome Evaluation (AOE) process is **only** completed for districts that operate one or more schools re-identified for CSI support. It is an evaluation of school-level outcomes. The AOE is a multi-phased process designed to collect, discuss, and evaluate evidence to determine the need for the application of school-level accountability measures defined in Section XV of the partnership agreement.

Application of Accountability Measures Business Rules

The district is to impose accountability measures for any school in the partnership agreement that did not achieve their academic outcomes and is in the bottom 5% of the Michigan School Index. The imposed accountability measures shall be clearly identified in the next partnership agreement and be incorporated into the PA benchmarks and outcomes.

A school that is required to apply an accountability measure has:

- **Met one-third (33.33%) or less** of local and state assessment academic outcomes

A school that is NOT required to apply an accountability measure has:

- **Met more than one-third (33.33%)** of local and state assessment academic outcomes

Documentation of Evidence

The purpose of the Documentation of Evidence phase is for the district to review and provide evidence supporting its implementation of the partnership agreement. The Documentation of Evidence phase is a four-week window that requires the partnership district to submit evidence that will be used to make “Met” or “Not Met” self-determinations of the **academic** 36-month end target outcomes which may result in the application of accountability measures. Although not required, additional partner(s) may provide information. This phase will also serve as the district’s opportunity to prepare for the AOE structured conference.

The Documentation of Evidence phase also requires the district, ISD/RESA, and the OPD to complete an assessment of **academic** 36-month end target outcomes attainment. Once the district and ISD/RESA have submitted the evidence and completed the **academic** 36-month end target outcomes assessment, the OPD will complete an assessment of **academic** 36-month end target outcomes attainment. Prior to the structured conference, the OPD will send the signatory partner entities an outcome table with the initial assessments from each of the three partners.

Structured Conference

The purpose of the structured conference is for all partners to engage in collaborative conversation and decision-making, culminating in an agreed upon school(s) accountability measure determination. All AOE-structured conferences will be conducted on-site at the district.

At the conclusion of the structured conference, all attendees will:

- be familiar with the partnership agreement AOE process
- be familiar with each 36-month end target outcome
- be familiar with or aware of the evidence utilized to determine each outcome's status
- know the status of each outcome in terms of met or not met
- know whether school accountability measures will be imposed

The OPD will complete and send an Academic Summary Report, including the final school(s) accountability measures determination, to the district. The district will use this report to inform the school board/board of directors within 60 days of signing the AOE summary.

Attendees

Meeting attendees should reflect the stakeholders of the partnership agreement including signatory partners. All signatory entities of the agreement shall have the opportunity to participate in the structured conference.

Agenda Overview

Academic Outcome Evaluation Protocol

The AOE protocol overview is a fifteen to twenty-minute presentation that details the partnership model and includes specific information regarding the process of determining school accountability measure determination. The presentation will be delivered by an OPD representative.

District Presentation

Partnership districts will be given up to an hour and a half to present data and evidence in support of 36-month end target academic outcomes. This is an opportunity for the district to tell their story of the district and school(s)' success, challenges, and barriers to academic outcomes attainment. Districts are encouraged to include results of the outcome attainment self-assessment as part of their presentation.

Collaborative Conversation

The purpose of this collaborative conversation is to provide all partners the opportunity to seek clarification, ask further probing questions, and express their position on academic outcome attainment. To start the conversation, the OPD will share each signatory partner's determination of 36-month end target academic outcomes attainment. All partners are expected to engage in the collaborative conversation and efforts will be taken by the facilitator to ensure all perspectives are heard.

Review Summary

During this section of the structured conference, the business rules for accountability measures will be applied. Once the determination of accountability measure(s) is established, the local district/PSA, the ISD/RESA, and the OPD will discuss the next steps.

Schedule

Timeframe	Conference Section	Lead Partner
10:00 am – 10:30 am	AOE Protocol Overview	OPD
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	AOE Facilitator
2:00 pm – 3:00 pm	Review Summary	AOE Facilitator

The structured conference schedule must be followed to ensure adequate time for completing all sections.

Roles and Responsibilities

AOE Attainment Facilitator

The role of the AOE facilitator is to ensure that the structured conference is conducted in a collaborative, open, professional, and thoughtful manner. This is especially the case for the collaborative conversation. The OPD will identify an individual to serve as the academic outcomes evaluation attainment facilitator.

Official Recorder

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

Designated Host

The OPD 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 logistics, local catering, and setup. 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)

- will work closely with the district in securing a date for the AOE structured conference
- will provide technical assistance on how to identify relevant evidence to support identified outcomes
- will provide context and clarity regarding submitted evidence
- will serve as support to district staff during the AOE structured conference

Timeline Academic Outcomes Evaluation

Action Step	Date
Schedule Tentative AOE Structured Conference (SC) Date	June – August 2025
Confirm AOE Structured Conference Date	Following Fall 2025 Identification Cycle Public Release
District Data Collection and Self-Assessment Submission	4-week window
ISD/RESA Data Collection and Assessment	1-week window
MDE Review of Evidence	1-week window
District Reviews MDE Feedback	1-week window
District Presentation Preparation	2-week window
Structured Conference Window (specific date mutually agreed upon)	November 2025 – December 2025
Next Steps Identified	During Structured Conference
OPD finalizes AOE Summary	Within 20 days after the conference
District Presentation to the School Board/Board of Directors	Within 60 days after signing the AOE Summary

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

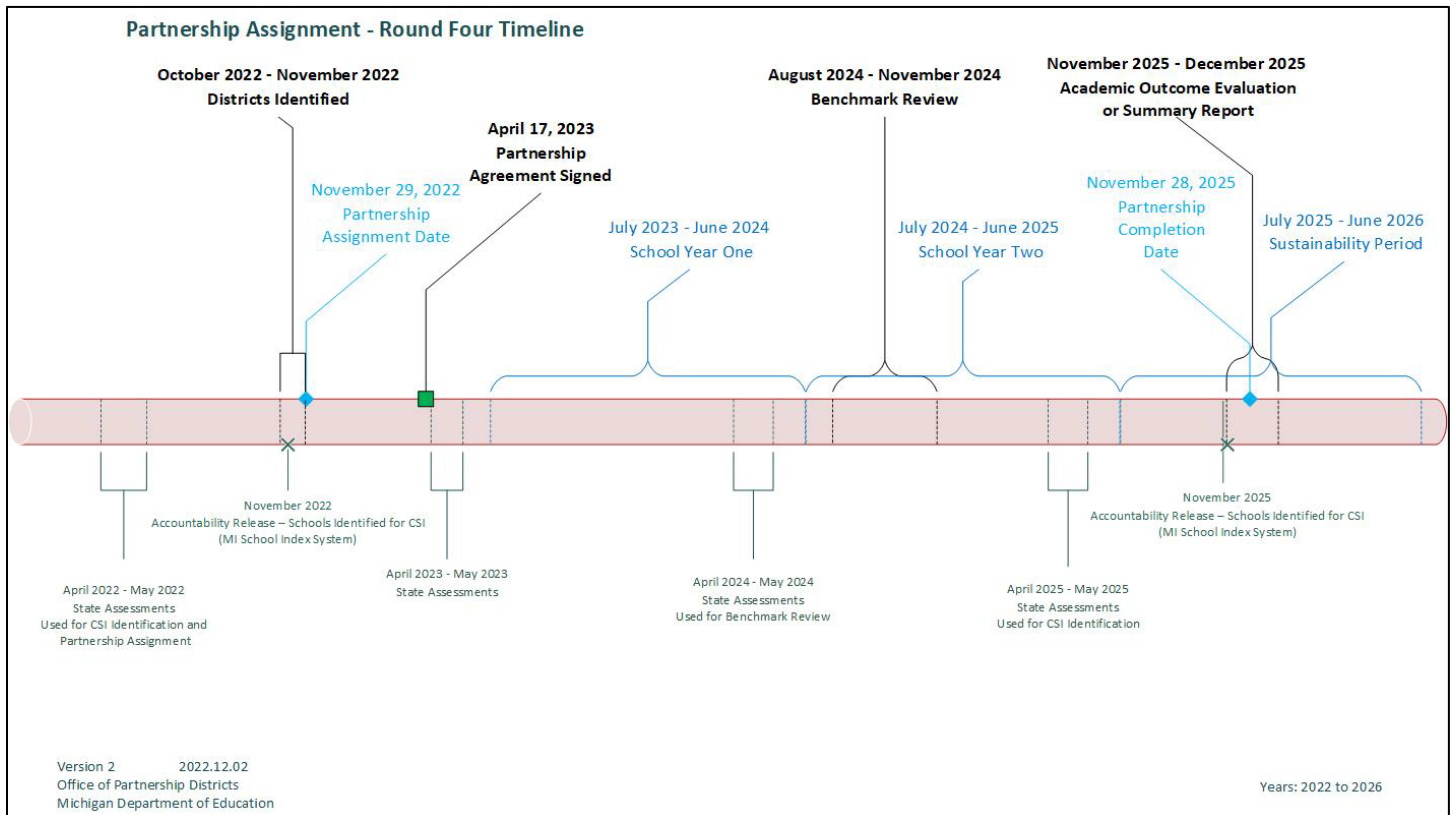
The purpose of this section is to provide districts with guidance around the compliance requirements of the MCL 388.1621(h) grant. This serves as a guide for monitoring and supporting activities conducted by the OPD. Examples of evidence of implementation at the school level and the district level are provided below. Fiscal and program implementation are reviewed annually to assess the effectiveness of grant-funded activities. The OPD reserves the right to schedule a fiscal review when necessary.

Based upon an internal annual Section 21(h) risk assessment, the OPD will conduct monitoring at one of the following levels: monitoring report, desk review, or onsite review. All levels include a triannual review of the Implementation & Effectiveness (I & E) Worksheet and the annual Budget-to-Actual Report. Desk and onsite reviews include the submission of evidence as detailed below.

The district will provide the following items, at a minimum, for the desk or onsite fiscal review. The evidence demonstrates the district is implementing and evaluating the required components of the funded activity.

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

Supplement: Partnership Assignment – Round Four Timeline



Supplement – Partnership Agreement Development Timeline

Action Item	When	How	Responsible Party
Schools Identified for CSI, ATS, TSI	November 10, 2022	MDE Memorandum	Office of Educational Assessment and Accountability
Notification and Assignment as a Partnership District (CSI Schools)	November 29, 2022	OPD Letter	OPD Director
Partnership Agreement (PA) Assignment - Levels of Support Webinars	December 12, 2022 AM December 14, 2022 AM December 14, 2022 PM	Virtual	OPD
Introductory Meeting w/Assigned PAL, OPD Director*, or Asst. Director*, and District Superintendent/PSA School Leader	December 15, 2022 – January 13, 2023	Virtual or In-Person	OPD PAL OPD Director or Asst. Director*
Partnership Agreement Development Meeting	December 16, 2022 – February 3, 2023	In-Person	OPD PAL OPD Director or Asst. Director*
Intermediate Meetings to Complete MICIP Needs Assessment, Develop, and Complete PA	December 19, 2022 – April 14, 2023	In-Person	District, ISD/RESA, OPD PAL, OPD Director or Asst. Director*
Obtain Signatures for PA and Submit to MDE	By April 17, 2023	TBD by District	District Superintendent/ PSA School Leader, PAL
PA Implementation	No Later Than April 18, 2023	Signatures of Required Parties	

*If applicable

For the next round – add rows or separate paragraphs regarding strategies and activities in MICIP w/due date; due date for Partnership Agreement Report and individual building improvement plans.

Supplement: MCL Section 388.1621(h)

- (1) From the state school aid fund money appropriated in section 11, there is allocated \$6,137,400.00 for **2023-2024** for assisting districts assigned by the superintendent to participate in a partnership and districts that have established a community engagement advisory committee in partnership with the department of treasury, 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 collaborate with the state treasurer to 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. Assignment of a district to a partnership is made by the superintendent in consultation with the state treasurer.
- (2) A district described in subsection (1) is eligible for funding under this section if the district includes at least 1 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, by October 15 of each year, 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, in collaboration with the department of treasury, 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. An eligible district must not receive funds under this section for more than 3 years. 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 2023-2024 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, in consultation with the department of treasury, 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.

NOTE: This amended MCL Section 388.1622(h) is effective October 1, 2023

Supplement: MCL Section 388.1622(p)

- (1) Subject to subsection (2), in order 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 or 104i, as applicable.
 - (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.

NOTE: This amended MCL Section 388.1622(p) is effective October 1, 2023

Supplement: 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 (AOE): An evaluation of school-level outcomes that takes place at the end of the three-year agreement. The AOE process is only completed for districts that operate one or more schools re-identified for CSI support.

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

Activity: Actions that support strategies needed to accomplish a goal. Activities include identifying the owner who is ultimately responsible for implementation and the start date/due date.

Area of Inquiry: An academic, non-academic, or systems area that the team chooses to investigate resulting from a need or asset.

Assess Needs: A process that helps a district gain a picture of its achievements and challenges and identifies the factors that are critical to its success. This includes looking at data from a number of 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.

Communication Strategy: The MICIP component that explains how the district will communicate the plan, which parts of the plan to communicate, and to whom the plan will be communicated, both initially and as it is adjusted.

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: Term referring to both traditional district (local education agency) and 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.

Evaluate the Goal: The MICIP component where districts evaluate goals based on the target measures and the measures of implementation fidelity and consider the following: capacity, fidelity, scale/reach, and impact.

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

Fund the Strategy: The MICIP component that specifies the total cost of implementation over the life of the strategy as well as the available funding sources.

Goal Areas, 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).

Goal Areas: Areas identified for improvement based on a needs assessment. Partnership districts are to have a minimum of three and no more than nine goal areas.

Grant Electronic Monitoring System/Michigan Administrative Review System (GEMS/MARS): A platform used by the MDE to meet legal requirements to monitor the 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: The change in student assessment performance over time.

Interim Target Benchmark Review (BR): A collaborative review of the partnership agreement that takes place approximately halfway through the three-year agreement. The BR is a process designed to collect, review, and discuss evidence to determine the status of the agreement.

Interim Target Benchmark: 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.

ISD/RESA: Term referring to all intermediate school districts (ISDs), regional education service agencies (RESAs), and educational service districts (ESDs).

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 funds. 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 a 0-100 overall school index value.

Michigan State University (MSU) and Education Policy Innovation Collaborative (EPIC): A research center contracted by the MDE to evaluate the partnership model and produce new insights that decision-makers can use to create and implement the new policy.

MiDataHub: A collaborative, statewide effort to address challenges in managing and using school data. The work of this initiative has centered around creating an ecosystem where information is exchanged between the large number of disconnected data systems used by schools in the state based on pre-defined standards.

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.

NexSys: The Michigan Department of Education's grant, application, and cash management system. NexSys replaced the Michigan Electronic Grants System PLUS (MEGS+) grant management system and Cash Management System (CMS). NexSys allows users to maintain grant applications and submit for award reimbursement in a single system.

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 who 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: 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 state and federal 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.

Root Cause Analysis: A systematic process for identifying factors that contribute to a challenge or opportunity for growth.

Round Four: Districts with schools identified for Comprehensive Support and Improvement that also meet the criteria for being assigned a partnership agreement at the intensive, essential, or fundamental level.

Section 21(h): State-allocated funds for districts that have a partnership agreement. Partnership districts apply for funds on an annual basis. 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 388.1621h](#)].

Section 22(p): Partnership district; partnership agreement; measurable academic outcomes and accountability measures; agreement requirements. [[MCL Section 388.1622p](#)]

Signatory Partner Entity: Mandatory entities involved in assessing needs, partnership agreement development, and providing support to the district.

Signatory Partner: An individual in a leadership position with one of the signatory partner entities that is required to sign the partnership agreement.

Strategy Implementation Plan: Document that defines critical components necessary to implement a strategy with fidelity.

Strategy: An evidence or research-based initiative or practice implemented by adults to address a goal that is teachable, learnable, doable, and assessable in practice.

Supplement: 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
EPIC	Education Policy Innovation Collaborative
ESSA	Every Student Succeeds Act
FOIA	Freedom of Information 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
MiMTSS	Michigan Multi-Tiered Systems of Support
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
SWFT	Statewide Field Team
TAG	Technical Assistance Grant
TSI	Targeted Support and Improvement

Supplement: OPD Contact Information

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Supplement: Round Four Partnership Districts

District Name	District Code	ISD/RESA
Academy for Business and Technology	82921	Wayne RESA
Academy of Warren	50911	Macomb ISD
American International Academy	82730	Wayne RESA
Arts Academy in the Woods	50905	Macomb ISD
Barack Obama Leadership Academy	82933	Wayne RESA
Battle Creek Public Schools	13020	Calhoun ISD
Beecher Community School District	25240	Genesee ISD
Bellevue Community Schools	23010	Calhoun ISD
Benton Harbor Area Schools	11010	Berrien RESA
Benton Harbor Charter School Academy	11903	Berrien RESA
Bradford Academy	63917	Oakland Schools
Detroit Academy of Arts and Sciences	82929	Wayne RESA
Detroit Community Schools	82925	Wayne RESA
Detroit Leadership Academy	82722	Wayne RESA
Detroit Public Safety Academy	82704	Wayne RESA
Detroit Public Schools Community District	82015	Wayne RESA
Detroit Service Learning Academy	82953	Wayne RESA
Eagle's Nest Academy	25916	Genesee ISD
Eastpointe Community Schools	50020	Macomb ISD
Faxon Academy	63926	Oakland Schools
FlexTech High School	47903	Livingston ESA
Flint, School District of the City of	25010	Genesee ISD
George Washington Carver Academy	82963	Wayne RESA
Grand Rapids Public Schools	41010	Kent ISD
Greater Heights Academy	25914	Genesee ISD
Highland Park Public School Academy System	82749	Wayne RESA
Hope Academy	82942	Wayne RESA

District Name	District Code	ISD/RESA
Inkster Preparatory Academy	82762	Wayne RESA
International Academy of Saginaw	73912	Saginaw ISD
Jackson Public Schools	38170	Jackson ISD
Lansing Public School District	33020	Ingham ISD
Macomb Montessori Academy	50914	Macomb ISD
Mildred C. Wells Preparatory Academy	11904	Berrien RESA
Mount Clemens Community School District	50160	Macomb ISD
Multicultural Academy	81908	Washtenaw ISD
Muskegon Heights Public School Acad. System	61905	Muskegon Area ISD
Old Redford Academy	82956	Wayne RESA
Plymouth Educational Center Charter School	82904	Wayne RESA
Pontiac City School District	63030	Oakland Schools
Port Huron Area School District	74010	St. Clair County RESA
River Rouge, School District of the City of	82120	Wayne RESA
Romulus Community Schools	82130	Wayne RESA
Saginaw, School District of the City of	73010	Saginaw ISD
Taylor School District	82150	Wayne RESA
Van Dyke Public Schools	50220	Macomb ISD
Westfield Charter Academy	82766	Wayne RESA
Ypsilanti Community Schools	81020	Washtenaw ISD