

Office of Partnership Districts

Partnership Agreement Enactment & Amendment History

Partnership District	Detroit Leadership Academy
Partnership Agreement	March 2018
Amendment 1	November 26, 2018
Amendment 2	September 30, 2019
Amendment 3	

Partnership Agreement for Public School Academies July 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on July 2, 2018 between the Michigan Department of Education (MDE), the State School Reform/Redesign Officer (SRO), the Central Michigan University Center for Charter Schools and:

Detroit Leadership Academy MS/HS (Academy)
5845 Auburn Street
Detroit, Michigan 48228
Kristen Woods-Helms, Principal
Mark Lezotte, Academy Board President
Renee Burgess, President EQUITY Education (ESP)
Corey Northrop, Interim Executive Director - Authorizing Agent

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

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

The purposes, terms and conditions of this Agreement are as follows:

- 1) PURPOSE OF THIS AGREEMENT:** The Parties enter into this Agreement with the purpose of working collaboratively in setting 18-month benchmarks and 36 month outcome goals for the Academy with the intent to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the 18-month benchmark(s) or 36month goal(s) set forth in this Agreement are not be met by the Academy.

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

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

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Detroit Leadership Academy MS/HS for their academic improvement.

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

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Detroit Leadership Academy MS/HS (02222)

4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Leadership Academy MS/HS:

A) **Goal 1: 18-Month interim Benchmark 1:** The Academy will achieve at least a 10.4% overall proficiency rate, representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 3% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures).

1) *Explanation on page 5.*

B) **Goal 2: 18-Month interim Benchmark 2:** The Academy will create a comprehensive plan to reduce the suspension rate, inclusive of clearly defined student expectations and methods to teach and model those expectations for students, alternatives to suspension, professional development for teachers and student support staff in restorative practices, and a process for routine monitoring and preventative measures to be taken for students deemed at risk for suspension.

C) **Goal 3: 18-Month interim Benchmark 3:** The Academy will create a clearly defined Multi-Tiered System of Support (MTSS) for all students, inclusive of a process for routine monitoring and preventive measures to be taken for students deemed at risk.

5) THIRTY-SIX MONTH GOALS TO BE MET BY Detroit Leadership Academy MS/HS:

A) **Goal 1: 36-Month Benchmark:** The Academy will achieve at least a 17.4% overall proficiency rate, representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 10% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures).

1) *Explanation on page 5.*

A) **Goal 2: 36-Month Benchmark:** The Academy will achieve a suspension rate that falls at or below 25%, inclusive of grades 6-12.

A) **Goal 3: 36-Month Benchmark:** The Academy will have at least 60% of students NOT chronically absent, inclusive of grades 6-12.

6) ANALYSIS OF RELEVANT DATA

A) **Relevant Data for Goal 1:** An analysis of Detroit Leadership Academy MS/HS achievement data from 2014-2015, 2015-2016 and 2016-2017 indicates that students are far below achieving the proficiency target in grades 6-8 M-STEP Reading and Math as well as in grade 11 SAT College Readiness benchmarks.

Grade 6 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	3%	10%	9%
Partially Proficient	8%	19%	31%
Not Proficient	90%	71%	60%

Mathematics Proficiency Target: 48%

Proficient	3%	0%	3%
Partially Proficient	11%	7%	31%
Not Proficient	87%	93%	66%

Grade 7 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	8%	9%	13%
Partially Proficient	13%	18%	33%
Not Proficient	79%	73%	52%

Mathematics Proficiency Target: 48%

Proficient	0%	0%	0%
Partially Proficient	13%	18%	21%
Not Proficient	87%	88%	79%

Grade 8 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	5%	19%	16%
Partially Proficient	19%	23%	45%
Not Proficient	77%	58%	39%

Mathematics Proficiency Target: 48%

Proficient	0%	7%	0%
Partially Proficient	12%	7%	6%
Not Proficient	88%	85%	94%

Grade 11 SAT Evidence-Based Reading and Writing Proficiency Target: 60%

Level	2015	2016	2017
Proficient	N/A	13%	16.1%
Not Proficient	N/A	87%	83.9%

Mathematics Proficiency Target: 48%

Proficient	N/A	10%	0%
Not Proficient	N/A	90%	100%

As the data shows, at least 50% of all students at Detroit Leadership Academy MS/HS have been not proficient in reading and math since the 2014-2015 school year (the one exception is the 2016-2017 class of 8th grade students, who had a majority of students fall into partially proficient and 39% in not proficient).

While English Language Arts is the relative strength, the percentage of students proficient has never eclipsed 19% through grades 6-8 and 11. Additionally, grade 7 is the only case in which the percentage of students proficient had three consecutive years of improvement.

Most troubling is students' levels of proficiency in mathematics. While students in grades 6-8 have not had more than 7% of students proficient over the past three years, the percentage of grade 11 students proficient has not been above 10% for the two reported years. The Academy has struggled to attract and retain high-quality, certified Mathematics teachers with the required content knowledge and instructional skill base to implement grade-level material in addition to effective intervention support. While the Academy's strategies to support student achievement are focused on the improvement of both English Language Arts and Mathematics, the school is putting laser-like dedication into the plan for Mathematics support, including the implementation of monthly content support sessions for all Mathematics teachers, weekly coaching cycles provided by the MS and HS Instructional Coaches, formative data cycles to keep an active pulse on student mastery and need for real-time remediation, a revised approach to Tier II and Tier III Mathematics supports (provided by MS and HS qualified Mathematics Interventionists --- pending 21h funding approval). This plan targets increasing teachers' content knowledge and content delivery skills in addition to the amount of exposure and qualified supports students have to catch up on critical math skills whilst being exposed to grade-level content.

Finally, while science and social studies M-STEP and MME results are not presented here, results over the past three years indicate 52-100% of students in grade 7 (Science), grade 8 (Social Studies), and grade 11 (Science and Social Studies) have been not proficient. The Academy's strategies for improving include implementation of new core curricula in these subject areas in addition to adding nonfiction literacy and writing strategies throughout these courses to support English Language Arts proficiency.

As the Partnership Team worked to identify an ambitious but feasible achievement goal, we considered the current number of students proficiency in grades 6-8 and grade 11, inclusive of English Language Arts and Mathematics. This data is based upon 2016-2017 M-STEP and SAT results and can be seen in the table below.

Grade Level/ Subject	# Students Assessed	# Students Proficient +	Overall % Proficient
6th - ELA	35	3	8.6%
6th - Math	35	1	2.9%
7th - ELA	33	5	15.2%
7th - Math	34	0	0%
8th - ELA	31	5	16.1%
8th - Math	31	0	0%
11th - EBRW	56	9	16.1%
11th - Math	56	0	0%
Total	311	23	7.4%

Based on a current overall proficiency rate of 7.4%, the Academy commits to a 10% increase in overall proficiency over the course of 36-months. This means a proficiency rate of 17.4% minimum, as determined by the 2019-2020 M-STEP (English Language Arts and Mathematics for grades 6-8) and SAT (grade 11).

B) Relevant Data for Goal 2: An analysis of Detroit Leadership Academy MS/HS suspension data from 2014-2015, 2015-2016 and 2016-2017 indicates that the school's lowest percentage of students suspended took place during the 2016-2017 school year; during this academic year, the percent of students in grades 6-12 suspended for one or more days was 35.7% The Academy is committed to putting in place appropriate alternatives to suspension and developing a school culture more supportive of restorative practices and teaching appropriate self-monitoring and self-awareness strategies to students. A snapshot of three-year suspension data is shared in the table on the following page.

Grades 6-12	% of Students Suspended	Number of Days' Instruction Lost to Suspension
2015	55.8%	539
2016	46.9%	496
2017	35.7%	263
2018	35.9%	506

During the 2017-2018 school year, family engagement supports and a Certified Family Therapist, both part-time, shared positions, were added to support the school to address attendance and support alternatives to suspension. The tables below show the number of 6-12 students serviced by our family engagement support and Certified Family Therapist.

Family Engagement Support	Number of Students Served
Tier 1 – School-wide (incentives, school-based programs)	All
Tier 2 – Targeted group support (letters home, phone calls home, group meetings)	206
Tier 3 – Intensive individualized support (parent meetings, home visits, attendance plans)	83

Certified Family Therapist Support	Number of Students Served
Tier 1 – School-wide	All
Tier 2 – Targeted group support	2
Tier 3 – Intensive individualized support	3

While these positions were successful in supporting some students, more students would benefit from Tier 3 supports that can't be sustained with the current part-time/shared positions. The school also endured teacher and leadership turnover during the year. As a result, overall school culture suffered, clear, consistent expectations and supports for students were not in place, and suspension was too often utilized as the means for behavior management. In line with the strategies to support Goal 2/Benchmark 2, a new leadership structure and building Principal have

been brought on to move the school forward in the development and implementation of a positive and restorative school culture that focuses on keeping students in the classroom to learn.

C) Relevant Data for Goal 3: An analysis of Detroit Leadership Academy MS/HS attendance data from 2014-2015, 2015-2016 and 2016-2017 indicates that the school is far below Michigan Department of Education’s goal of 92.37% of students not chronically absent.

Grades 6-12	% of Students NOT Chronically Absent
2015	50.6%
2016	46%
2017	51%
2018	40.2%

Detroit Leadership Academy struggles with losing approximately 30% of returning students, year to year, a large percentage due to family transiency around the city. The Academy, with the partnership of EQUITY Education, is committed to growing the school-family connection in a way that better inclines families to leave their children enrolled at the Academy if at all possible, despite home relocation. The Academy is committed to continue providing busing service to students who live outside of a walkable distance to the school. Additionally, the Academy is continuing to strengthen Detroit Leadership Academy’s elementary program (currently K-5), so that families want to commit their children to attending the school from K-12.

As mentioned above, a part-time Family Engagement Liaison supported attendance-related issues this year at the school, in partnership with Michigan Department of Health and Human Service’s Pathways to Potential program. A critical next step for the Academy in supporting student attendance (and suspension), is creating a comprehensive MTSS plan and protocol to provide targeted wrap-around supports for students. Additionally, expanding the Family Therapist’s role and time dedication to the Academy will allow for whole-family supports to be put into place, creating the conditions for families and students to dedicate more energy towards academic achievement and college/career preparation.

7) STRENGTHS AND WEAKNESSES OF Detroit Leadership Academy MS/HS:

- A) Strength – The Academy has earned a five-year reauthorization from Central Michigan University Charter Schools Office, beginning 2018-2019 school year.
- B) Strength – All students at Detroit Leadership Academy MS/HS are provided free breakfast and lunch daily.
- C) Strength – All students who live outside a walkable distance to the school are provided with free bus transportation to and from school.
- D) Strength – The Academy was awarded the Michigan State Police (MSP) School Safety Grant in 2016-2017 in the amount of \$44,138.84. This grant supported the implementation of school-wide security cameras with real-time access and

play back feed, Raptor Technology for visitor access, and fob keyless entry for staff.

- E) Strength – Detroit Leadership Academy has an after-school sports program, including football, boys and girls basketball, cheerleading, girls volleyball, baseball, and girls and boys track and field; additionally, Detroit Leadership Academy MS/HS implements a “NO pay-to-play” athletic policy.
- F) Strength – The Academy has implemented a nationally recognized, high-quality curriculum for mathematics (*Eureka Math*) and English Language Arts (*Expeditionary Learning*) that support college readiness.
- G) Strength – The Academy (in partnership with EQUITY Education), implemented a common interim assessment for reading and math during the 2017-2018 school year. The assessments were tied to a preview and post-analysis protocol that gave teachers exposure and practice analyzing relevant data sources, identifying student misunderstanding, creating re-teach plan, and learning to share data results with students in a meaningful way. This practice will continue at the school in the upcoming school year and expand to students’ tracking their data for interim assessment and between interim assessments via formative data cycles.
- H) Weakness – The school has suffered from a high teacher-turnover rate during the 2016-2017 and 2017-2018 school years; additionally, the school lacked a building Principal for approximately half of the 2017-2018 school year; as a result, adult and student morale, attendance, and culture all waned significantly.
- I) Weakness – The Academy has no program or well-defined system of support for Tier 2 or Tier 3 instruction for math and ELA, especially at the high school level.
- J) Weakness – The Academy serves a large population of students with special needs. However, the school currently lacks a strong model of inclusive instruction that supports students’ acquisition of skills related to IEP goals in addition to grade-level standards.
- K) Weakness – Effective counseling and mentoring programs need expansion and seamless integration into the school day schedule and curriculum to increase support for the high number of students struggling with social-emotional deficits. While multiple organizations are available to support Detroit Leadership Academy MS/HS students, a comprehensive support plan has not yet been developed or implemented.
- L) Weakness – The Academy has a large population of students each year who do not return to the school - approximately 30% yearly. This requires ongoing time and investment resources being spent on new students and families to teach, model, and mold them around the schools’ expectations, learning processes, systems, and relationship building with adults in the school.
- M) Weakness – The students attending Detroit Leadership Academy MS/HS are approximately 97% low income. Many of the students come from single-family homes and from homes with instances of trauma. Many are in need of social and emotional support. Individualized and group counseling sessions have revealed students who have been victims of abuse and neglect. Due to their low income status, those students living in extreme poverty struggle to have their basic necessities met, including food, shelter, and hygiene, which deeply impacts their ability to come to school and/or achieve.

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

A) Goal 1: Academic Achievement

- 1) **Strategy 1:** During 2018 Summer Summit (August 2018), teachers will meet in content-specific planning PLCs to 1) Review the scope of standards for their content and grade level; 2) Preview the scope and sequence of their core curricula relative to EQUITY network pacing guides; 3) Conduct the preview protocol for Interim #1 within their content/grade-level areas; 4) With support from the Instructional Coach of Humanities or Instructional Coach of STEM, develop their first unit map and two weeks of instructional lessons.
- 2) **Strategy 2:** Teachers will participate in ongoing professional development with core curriculum and content specific strategies via monthly (minimum) content-specific planning Professional Learning Communities (PLCs) delivered by EQUITY content coaches and contracted content experts.
- 3) **Strategy 3:** Teachers will participate in weekly coaching cycles with their assigned Instructional Coach focused on building their capacity to implement Level 3 practices within the *EQ Teaching + Learning Rubric*.
- 4) **Strategy 4:** Teachers, with leadership support, will implement bi-weekly data cycles to inform instruction and remediation.
 1. Identify data cycle protocol for implementation
 2. Set calendar for bi-weekly cadence and name specific assessment sources/data sets that will be referenced
 3. Provide protocol preview opportunity during summer training prior to September 2018
 4. Provide explicit training to teachers in how to interpret data reports from Academic Approach, an interim assessment system aligned to PSAT/SAT, utilize Academic Approach question banks for the development of formative assessment, and choose appropriate formative assessment questions (teachers will also learn how to include questions from core curriculum resources during monthly content-specific planning PLCs)
 5. Before each of three interim assessments, conduct Preview Protocol; after each of three interim assessments, conduct Post-Analysis Protocol (using data from MasteryConnect, an interim assessment suite aligned to Common Core State Standards and teaching pacing) and re-teach planning
- 5) **Strategy 5:** As a component of bi-weekly data cycles, students will physically learn to implement and track their progress on key content standards to promote ownership and engagement in their own progress; the tracker will also include space for tracking attendance so that students can begin to see the correlation between being at school and how it directly affects academic achievement.
- 6) **Strategy 6:** In coordination with the Senior Managing Director of Academics for EQUITY Education, Detroit Leadership Academy MS/HS Instructional Coaches will clearly define, implement, progress monitor, track, and celebrate student growth within the Tier II and Tier III system of support for English Language Arts and Mathematics.
- 7) **Strategy 7:** In coordination with the Senior Managing Director of Academics for EQUITY Education, Detroit Leadership Academy MS/HS

Instructional Coaches will support the implementation, observation, feedback, growth, and overall effectiveness of a defined model of co-planning and co-teaching between Special Education teachers and assigned General Education classroom teachers.

8) **Strategy 8:** The Senior Managing Director of Academics for EQUITY Education will provide ongoing support, modeling, observation, feedback, and other professional learning experiences to the MS/HS Instructional Coaches to support their coaching, management, and leadership of teachers. This work will be driven by *Leverage Leadership* (Bambrick-Santoyo, 2012), *The Art of Coaching* (Aguilar, 2013), and *The Art of Coaching Teams* (Aguilar, 2016).

B) Goal 2: Reducing Student Suspensions

1) **Strategy 1:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will clearly define student expectations and a plan to teach and model expectations for students beginning day one of the school year.

2) **Strategy 2:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will research and seek professional development around alternatives to student suspension.

3) **Strategy 3:** In coordination with EQUITY Education, all leaders, teachers, and support staff will participate in multiple, ongoing professional learning experiences on the importance and use of restorative practices.

4) **Strategy 4:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will develop, implement, and monitor the effectiveness of a process for proactively monitoring and putting into place preventative measures to be taken for students deemed at risk for suspension and inclusive of Strategies 1-3, above, utilizing tools including PowerSchool and SchoolZilla.

5) **Strategy 5:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will develop a strategy for communicating the school's beliefs, stance, and plan around reducing student suspensions; the plan will be communicated to all staff and student families at the beginning of the 2018-2019 school year, during Open House, and again at the first round of Family-Teacher Conferences at the end of Quarter 1.

C) Goal 3: Improving Student Attendance via Wrap-Around Supports

1) **Strategy 1:** With support from Wayne County Regional Educational Service Agency (WRESA), and in coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will collaboratively determine a clearly defined model of MTSS for implementation at Detroit Leadership Academy MS/HS.

2) **Strategy 2:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will collectively identify and define all available wrap-around support services and partners available to students at the school. The comprehensive list should include the names of all wrap-around support organizations that partner with the school, the services they offer, the number of students they can support on their caseloads, and qualifications they have for

working with students; leadership will then identify wherein the MTSS protocol it becomes relevant to tap into the partners list. The plan should include (at minimum): a process for setting goals between identified students and their support service, benchmark goals, a check-in process, and a plan for communication with the students' family and teachers around progress and classroom-relevant strategies to support. A clearly articulated plan for the use of family engagement supports should live within the MTSS plan as well.

- 3) **Strategy 3:** As part of students' bi-weekly tracking of formative assessment data and interim assessment data, students will track their weekly attendance and make written observations about the correlation between their attendance and learning, as well as goal set around attendance improvement efforts, if needed.
- 4) **Strategy 4:** As part of ongoing efforts to encourage student attendance, the Detroit Leadership Academy MS/HS Leadership Team will create a monthly attendance incentive plan for students, to be implemented throughout the 2018-2019 and 2019-2020 school year. A communication plan for should also be developed to share the plan with teachers, support staff, students, and families. A tracking system should be developed and shared with teachers for a uniform and less burdensome implementation.
- 5) **Strategy 5:** Students' attendance averages, plans for attendance intervention, or celebration of student attendance will be shared with families during each Quarter's Family-Teacher conferences.
- 6) **Strategy 7:** Teachers and Office Staff will receive training in PowerSchool to ensure correct logging of student attendance.
- 7) **Strategy 6:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will put into place a daily call home protocol to ensure that all absent students receive a phone call home to a family member before the end of each school day.

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

- A) Continued content development through English Language Arts core curricula (*Expeditionary Learning*) and Mathematics core curricula (*Eureka Math*)
- B) Creating valid formative assessment aligned to core curricula; processing through the formative data cycle protocol; utilizing the interim assessment web-based tool, MasteryConnect
- C) Administering, collecting, and interpreting data from Academic Approach (PSAT/SAT practice assessment) and other assessment tools; tying this data back to interim/formative data sets to form complete picture of student progress
- D) Continued development relative to the *EQ Teaching + Learning Rubric's* five core components: Lesson Design, Instruction, Assessment, Student Engagement, Culture of Achievement
- E) Identifying, interpreting, and using key data sets to identify students for Tier II and Tier III English Language Arts and Mathematics support
- F) Implementing Tier II and Tier III English Language Arts and Mathematics intervention, including *Edgenuity*
- G) Implementing Special Education model of co-teaching/inclusive teaching for students with Individual Education Plans

- H) Use of restorative practices between students, groups of students, and between adults and students
- I) Alternatives to suspension
- J) Developing and defining a clear MTSS system and plan; communicating plan to teachers and families, other stakeholders as needed
- K) Use of SchoolZilla and PowerSchool to gather, read, interpret, and plan around key school data
- L) Effective leadership team organization and facilitation of weekly meetings
- M) Culturally sensitive communication practices for all staff
- N) Ongoing new teacher professional development aimed at creating a sense of community among new teachers while tackling problems of practice common to teachers new to the profession.

10) DETROIT LEADERSHIP ACADEMY MS/HS BOARD OF DIRECTORS ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A) The Detroit Leadership Academy Board will become familiar with the full Partnership Agreement, including the 36-month goals, 18-month benchmarks, and strategies being used to support achievement of the goals.
- B) The Detroit Leadership Academy Board will provide time at each month's Board Meeting to hear from the Principal or EQUITY representative to provide a progress update relative to the Partnership Agreement benchmarks and progress.
- C) The Detroit Leadership Academy Board will work closely with EQUITY Education and school leadership to remove any barriers within its control to support successful implementation of the Partnership Agreement.
- D) The Detroit Leadership Academy Board will approve resources aligned with the goals, benchmarks, and strategies of the Partnership Agreement and necessary to its success.
- E) The Detroit Leadership Academy will actively foster relationships with community partners to bring talent and resources into the district.

11) PRINCIPAL and EQUITY PARTNERSHIP TEAM REPRESENTATIVE ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) The Principal, in coordination with the MS/HS Instructional Coaches and Senior Managing Director of Academics at EQUITY Education, will provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) Twice per year (Winter, Spring), the Academy's Principal, in coordination with the MS/HS Instructional Coaches and Senior Managing Director of Academics at EQUITY Education, shall convene an after-school community meeting (open to staff, students, families, and partners) and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C) The Principal shall ensure that all teachers attend scheduled content development sessions, EQUITY-provided professional development, and actively engage in weekly coaching cycles with the MS/HS Instructional Coaches. In the event these professional responsibilities are missed, the Principal will ensure the teacher schedules and follows through on make-up

opportunities and provides takes appropriate steps to ensure subsequent commitments are not missed.

- D) The Principal, in coordination with EQUITY Education support, will ensure that the master schedule for the MS/HS meets core curriculum requirements and that all staff adheres to the master schedule. Changes to class offerings, schedule times, curricular materials, assessment schedules, scheduled time out of the building by students, etc. must be approved by EQUITY prior to communication to school staff or implementation.

12) EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Teachers will actively participate in weekly coaching cycles with their assigned MS/HS Instructional Coach.
- B) Teachers will attend and actively participate in all scheduled content support sessions, both during and after school hours.
- C) Teachers will take part in additional professional development opportunities provided by EQUITY Education, given advance notice.
- D) Teachers will complete formative data cycle analysis, interim preview and post-analysis, and reteach plans, using EQUITY protocols and required templates.
- E) Teachers will ensure students track formative and interim assessment data according to the school's set cadence.
- F) Teachers and support staff will attend scheduled professional development sessions for positive behavior support, alternatives to suspensions, classroom management, restorative practices and ongoing sessions relative to improving school culture, reducing student suspension, and increasing student attendance and investment in academics.
- G) Teachers will actively work to meet the improvement metrics and timelines identified within any Performance Improvement Plan (PIP) or Coaching Plan (CP) that results from Mid- or End-of-Year Evaluation.
- H) School Leadership (Principal, MS/HS Instructional Coaches, other Principal-appointed leaders) and Master Teachers will participate as active members of the Detroit Leadership Academy MS/HS Partnership Team.
- I) Staff will maintain personal attendance records of 90% or higher throughout the course of the school year.

13) CENTRAL MICHIGAN UNIVERSITY CENTER FOR CHARTER SCHOOLS ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Provide data analytics to support the Academy in making data-informed decisions.
- B) Provide professional development opportunities to the Academy Board in an effort to support its governance responsibility to ensure significant academic improvement.

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

- A) The MDE Assigned Partnership Agreement Liaison, Loretta Cunningham-Powell, will serve as the primary point-of-contact for MDE.
- B) The MDE Partnership Liaison, Loretta Cunningham-Powell, will provide opportunities for support and resources to the district to help implement the partnership agreement, subject to the availability of funds.

- C) The MDE Partnership Liaison, Loretta Cunningham-Powell, will work with the Academy Principal, Partnership Team, and school staff to ensure the successful implementation of the Partnership Agreement.
 - D) The MDE Partnership Liaison, Loretta Cunningham-Powell, will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
 - E) The MDE Partnership Liaison, Loretta Cunningham-Powell, will work with the Academy Principal, Partnership Team, and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
 - F) The MDE Partnership Liaison, Loretta Cunningham-Powell, will facilitate discussions and meetings related to the Partnership Agreement when requested. They will include all Partnership Team members in written or email communication.
 - G) The MDE Partnership Liaison, Loretta Cunningham-Powell, will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.
 - H) The MDE School Reform Office will release Detroit Leadership Academy from providing a District Improvement Plan (DIP). Rather, will only submit a School Improvement Plan (SIP) and Partnership Agreement (MS/HS only).
 - I) The MDE School Reform Office will identify and remove or minimize barriers that may impede the successful implementation of the Partnership Agreement, such as granting waiver of reports (i.e. School Improvement Plan, Quarterly Monitoring Reports – SRO, and PERIS Reporting), flexibility in spending from federal funding sources, and flexibility with respect to state reporting requirements (i.e. Title I Diagnostic, School System Review, Interim Self-Assessment, Program Evaluation, Megs Budgeting (Consolidated Application), Reform/Redesign Plan, Quarterly Board Reports, and AdvancED Self-Assessment or accompanied Reporting or State Required Equivalent).
- 15) **BUDGET:** Describe how existing and anticipated local, state, and federal funds will be used for staffing, programs, initiatives, and activities in order to meet the 18-month benchmarks and 36-month goals. Complete Attachment A, 36-Month Budget Overview.
- 16) **PARTNERS:** The Parties serve as the primary decision-making bodies for purposes of this Agreement. The following entities have been identified and will serve as additional partners (collectively “the Partners”) in pursuit of achieving the benchmarks and goals defined in this Agreement:
- A) **CT3**
 - a. CT3 is a nationally recognized educator support organization that offers high-value professional development and teacher trainings that build school capacity through improved pedagogy. Their approach transforms classrooms by supporting the effective creation of classroom cultures that drive academic excellence for all students, especially those in underserved communities. CTE3 will support Detroit Leadership Academy MS/ES and EQUITY Education Instructional Coaches in building instructional coaching capacity and make *Real Time Teacher Coaching* a part of a school’s culture, not a one-time professional development opportunity. This partner will directly support DLA ES/MS goals, benchmarks, and strategies around teacher coaching and improvement,

as aligned to researched-based pedagogy within the *EQ Teaching + Learning Rubric*. The effectiveness of CTE3's support will be determined through evaluation, teacher growth scores, student achievement data, and qualitative measures. Additionally, survey feedback from participating Instructional Coaches and members of the Detroit Leadership Academy Leadership Team and EQUITY Senior Leadership Team will be collected and considered.

B) Detroit Children's Fund

- a. The mission of Detroit Children's Fund (DCF) is "to dramatically change the odds for Detroit youth by ensuring they have exceptional learning and developmental opportunities." Detroit Children's Fund partners with schools, leaders, and educators to fund proven strategies that remove barriers to success and result in the creation of quality schools and exceptional educators. This partner is supporting Detroit Leadership Academy and EQUITY Education's participation in the DCF Leader's Institute (in collaboration with School Empowerment Network). The Leader's Institute is designed to recruit talented educators and prepare them to lead change in a variety of school improvement contexts. The DCF Leader's Institute will provide ongoing, post-training coaching and support to ensure efforts are successful as the Fellow assumes additional responsibility and leadership. This Fellow will either lead a 9th grade Academy or the middle school for Detroit Leadership Academy after their initial year of training through School Empowerment Network. The selected Fellow will serve as an academic lead in the 2018-2019 school year as a leader in residence at Detroit Leadership Academy with the support of School Empowerment Network, while receiving additional post-SEN coaching and support via the Detroit Children's Fund. This partnership will support the Academy's critical need around instructional leadership capacity. The effectiveness of DCF's support will be determined through feedback from the DCF Fellow, results of ongoing evaluation of the Fellow, other members of the Detroit Leadership Academy Leadership Team, and EQUITY Education's Senior Leadership Team.

C) EdFuel

- a. EdFuel is a national nonprofit that supports single site schools, charter networks, traditional districts, and education nonprofits with talent management needs of all types. On the systematic side, they design the tools and processes that education organizations need to implement strong, equitable and inclusive talent management systems. Their work spans all aspects of the talent cycle and they have extensive experience in the following areas: competency mapping, recruitment, hiring, onboarding, professional development, performance evaluation, compensation and benefits, succession planning, and holistic organizational culture. In the upcoming year, members of the Detroit Leadership Academy MS/HS Leadership Team will participate in Peer Learning Communities (PLCs), which are designed to allow team members to dive deeply into various themes and functional areas over the course of the school year. In monthly sessions, the team will convene with one of their expert facilitators to share their experiences and raise problems of practice with peers in order to illuminate potential solutions. In order to develop the collective capacity of the Academy's

Leadership Team and in turn, best support the work of the Partnership Agreement, the team will engage in the Management Essentials PLC, focused on building foundational skills (structures, expectations, and check-ins) for management, building relationships and trust, and uncovering who they are as leaders and managers. The impact of this Partner's support will be directly evident in the Leadership Team's ability to collectively and individually lead, manage, and build positive adult culture at the Academy. Effectiveness will be measured through individual Leadership Team member evaluation (inclusive of teacher retention rates), feedback from PLC participants, and teacher feedback on leadership areas of strength, growth, and continued areas for improvement.

D) Huntington Educational Consultants

- a. The main function of Huntington Educational Consultants (HTC) is to provide expert Mathematics and Secondary Science content support to Instructional Coaches and teachers at Detroit Leadership Academy MS/HS. Specifically, HTC will provide monthly co-observation and professional development support to the STEM Instructional Coach, increasing her content expertise and capacity. They will also co-deliver monthly professional development to teachers during content Professional Learning Community (PLC) meetings, in alignment with the overall plan for Mathematics and Science support. The impact of this support should be directly observed through teacher planning and instructional delivery of Mathematics and Science instruction and subsequently, visible through students' formative assessments, M-STEP results, PSAT/SAT and content interim assessments. We will also determine effectiveness based upon data tracking of student outcomes, teacher feedback from PLCs, and feedback from the STEM Instructional Coach.

E) Lincoln Behavioral Health Services

- a. The main function of Lincoln Behavioral Health is to support the academic success of all students through promoting their physical and emotional health. More specifically, the goal is to eliminate the isolation between the schools and mental health services in the community, by encouraging a joint effort in meeting student's mental health needs among the school, community and family. Specifically, Lincoln Behavioral Health will support DLA MS/HS next year by providing families and students prevention and care services that are age and culturally appropriate and that are proven to be effective with youth in their care. The agency will provide social services so families are better connected to mental health services and the school is enhanced and supported. The expected impact that Lincoln Behavioral Health services will have on students should be directly related to their individual treatment goals. These goals should reflect increased social-emotional growth and personal awareness. Indirectly, the agency should have an impact on attendance and grades through increased positive behavior changes and peer relations. We will determine their effectiveness through behavior tracking and discharge data related to treatment plan.

F) Michigan Department of Health and Human Services

- a. The main function of the Michigan Department of Health and Human Services is to remove any and all barriers that families may have that

keep students from being able to attend school. Specifically, the organization supports the school through meeting with parents, eliciting concerns and connecting families to needed resources. Additionally, the organization provides parents and students engagement within the community and education around life skills. We expect that, through the support that the organization provides, the students' academic performance should increase as it should positively correlate with increased attendance. Effectiveness will be determined through data tracking attendance/grades around those serviced.

G) School Empowerment Network

- a. The School Empowerment Network (SEN) is a national organization that partners with school systems to reset and redesign schools, recruit and develop new principals and leadership teams, establish teacher career ladders, and build district capacity to sustain the work. SEN has partnered with Detroit Children's Fund to recruit, train, and provide yearlong development support to a DCF Fellow that will serve as the HS Instructional Coach at Detroit Leadership Academy beginning in the 2018-2019 school year. Through the support of SEN, the DCF Fellow/HS Instructional Coach will participate in cohort sessions and receive on-site coaching that emphasizes key practices, including running effective Instructional Leadership Team meetings, implementing teacher observation and feedback cycles, and responding to student need through data-driven instruction cycles - all skills and strategies aligned with the Academy's strategies to achieve the 36-month goals, 18-month benchmarks, and sustained achievement for students at the Academy. This partnership will support the Academy in increasing instructional leadership capacity that will have a significant impact on teacher performance and student outcomes. Both School Empowerment Network and Detroit Leadership Academy will determine the effectiveness of the DCF Fellow through evaluation, teacher growth scores, student achievement data, and qualitative measures. The effectiveness of SEN's support will be determined through feedback from the DCF Fellow/HS Instructional Coach and from other members of the Detroit Leadership Academy Leadership Team.

H) Skillman Foundation

- a. The Skillman Foundation works to ensure that Detroit youth have access to high-quality educational and economic opportunities. The Skillman Foundation has worked diligently to support Detroit Leadership Academy, along with EQUITY Education, for the last few of years. The Skillman Foundation has been paramount in helping support initiatives including, but not limited to, innovation mini grants, capacity building supports, and instructional and data coaching. The Skillman Foundation has supported neighborhood-based initiatives in several high-need areas of Detroit, and Detroit Leadership Academy MS/HS is situated in one such neighborhood. The foundation will continue to support DLA and EQUITY Education in the form of program initiatives like enrichment and summer programming, talent capacity building, chronic absenteeism support, and data system application along with short-cycle data reviews. The EQUITY Senior Leadership Team and feedback from the Detroit Leadership Academy Leadership Team, as measured against specific initiative objectives, will be continually monitored the to determine effectiveness of support.

I) **Teach For America - Detroit**

- a. The main function of Teach For America, according to their mission, is to "enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence." Essentially, Teach For America recruits and trains teaching talent to work in traditionally underserved communities to ensure that all students have access to high quality teachers. Next year, Teach For America will support Detroit Leadership Academy by providing and supporting four teachers: one middle school science teacher, two high school science teachers and one high school math teacher. We are confident that these teachers will positively impact student growth and achievement given the high level of support provided by Teach For America. The effectiveness of these TFA teachers will be determined by both Teach For America and Detroit Leadership Academy. We will use student data on interim assessments, M-STEP, and PSAT/SAT, evaluation scores (according to the use of the EQ Teaching + Learning Rubric), and observation and feedback notes from our academic team to determine the effectiveness and impact of our Teach For America Teachers.

J) **Wayne County Regional Educational Service Agency (WRESA)**

- a. WRESA has made themselves available to support the following areas through one-on-one and small group learning and planning sessions with the Detroit Leadership Academy MS/HS Leadership Team and EQUITY Education: Multi-Tiered Systems of Support, Alternatives to Suspension, Special Education Instruction Re-design, Tier II and Tier III English Language Arts and Mathematics programmatic support, and Cultural Sensitivity and Awareness. Planning and implementation support in these areas will enhance the Academy's overall ability to achieve the 36-month goals and 18-month benchmarks. Effectiveness will be determined through data tracking relative to each support area, applicable student outcomes in the areas of academics, attendance, and suspension, and feedback from the DLA MS/HS Leadership Team, EQUITY Team, and any teachers who interact with the support services.

17) TERM OF AGREEMENT:

- A) Except as otherwise provided in this section, the Agreement shall commence on the date of the last signature affixed below, and expire at the end of the [third] complete school year after that date. The term of this Agreement shall not extend past the term of the Contract.
- B) The board, the authorizer or the MDE may terminate this Agreement early upon delivery of written notice to all Parties at least 30 days in advance of the prospective termination date. Termination of this Agreement by any Party for any reason shall not affect the rights and obligation of the Parties accrued prior to the effective date of termination of this Agreement. This includes, but is not limited to, imposition of the Next Level Accountability Measures defined elsewhere in the Agreement.
- C) If any of the above named Parties terminates this Agreement, that Party shall not be liable for any costs resulting from or related to the termination, including but not limited to, consequential damages or any other costs incurred by any other Party.

- D) A termination of this Agreement by any Party shall not affect the term of the Contract.
- E) In the event that the Authorizer terminates or does not reauthorize the Contract, this Agreement shall automatically terminate on the same day as the Contract terminates without any further action of the Parties.
- F) A Partner does not have the ability to terminate this Agreement, but a Partner does have the ability to withdraw from the Agreement upon 30 days' notice to the Parties.

18) NEXT LEVEL ACCOUNTABILITY MEASURES:

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

- 19) CHECKLIST OF ACTIONS:** The following actions will be completed by Detroit Leadership Academy MS/HS, EQUITY Education and Partnership Team, the Academy Board of Directors, and Partners as specified below:
- A) By July 27, 2018, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document that delineates the tasks that will be done by year (including all deliverables), who is responsible for overseeing each task, and the deadline for completion.
 - B) By August 10, 2018, determine the monthly 2018-2019 meeting dates and locations for the Partnership Agreement partners (those who signed the Partnership Agreement) to monitor progress on the Partnership
 - C) By August 10, 2018, determine the quarterly 2018-2019 meeting dates and locations for all Partnership Agreement partners.
 - D) By August 17, 2018, create a communication plan, to share the signed Partnership Agreement with partners, school staff, parents, students and relevant community members.
- 20) FUTURE MEETING DATES:** Detroit Leadership Academy MS/HS and the Michigan Department of Education will establish mutually agreed-upon quarterly meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Partnership Agreement.
- 21) AMENDMENTS:** If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.
- 22) ENTIRE AGREEMENT:** This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.
- 23) INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT:** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.
- 24) WAIVER:** No Party may waive any condition, promise, obligation or requirement applicable to any other Party hereunder, unless such waiver is in writing signed by an authorized representative of such Party and expressly stated to

constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a Party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.

- 25) CAPTIONS:** The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.
- 26) GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.
- 27) SUCCESSORS and ASSIGNS:** The covenants, conditions and agreements in this Agreement shall be binding upon and inure to the benefit of each Party, their respective legal representatives, successors and assigns.
- 28) NO INDEMNIFICATION:** There shall be no indemnification of any Party by any other in regards to liabilities arising out of the functions covered by this Agreement. All Parties shall be responsible for their own liabilities and defense as determined by law.
- 29) NOTICES:** Any notice to be given in connection with any of the terms or provisions of this Agreement shall be in writing and be given in person, by electronic mail, facsimile transmission, courier delivery service or by U.S. mail, and shall become effective (a) on delivery if given in person, (b) on the date of delivery if sent by unsecured e-mail, facsimile transmission or other similar unsecured electronic methods or by courier delivery service, or (c) four business days after being deposited in the mail, with proper postage for first-class registered or certified mail, prepaid.

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

i) If to the Academy:
Detroit Leadership Academy MS/HS
% EQUITY Education
13600 Virgil Street
Detroit, Michigan 48223
Attn: Renee Burgess, President, EQUITY Education
Mark Lezotte, President, Board of Directors
Email addresses: rburgess@eqeducation.org and lezotte@butzel.com

ii) If to Authorizer:
Central Michigan University, Center for Charter Schools
The Governor John Engler Center for Charter Schools, EHS Suite 200
Mt. Pleasant, Michigan 48859
Attn: Corey Northrop, Interim Executive Director
Email address: cnorthrop@thecenterforcharters.org

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent of Public Instruction
Email address: _____

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

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

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

Michigan Department of Education

Name:

Title:

Date:

Detroit Leadership Academy MS/HS Administrator

Name: Kerri Timar

Title: Superintendent

Date:

Board of Directors

Name: Mark Lezotte

Title: Detroit Leadership Academy Board President

Date:

Office of Partnership Districts

Name:

Title:

Date:

Wayne County RESA

Name:

Title:

Date:

Central Michigan University

Name: Corey Northrup

Title: Interim Executive Director

Date:

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

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

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

Partnership Agreement Year	Salaries	Benefits	Purchased Services	Professional Learning	Supplies & Materials	Other Expenditures	Total Expenditures
1	\$0	\$0	\$588,542.00 (T1, T2, T4)	\$2,000.00 (T1 and T2)	\$7,500.00 (T1 and T2)	\$7,000.00 (T1 and T2)	\$604,864.00 (T1, T2, T4)
2	\$0	\$0	\$606,198.26 (T1, T2, T4)	\$2,060.00 (T1 and T2)	\$7,725.00 (T1 and T2)	\$7,210.00 (T1 and T2)	\$623,193.26 (T1, T2, T4)
3	\$0	\$0	\$624,384.21 (T1, T2, T4)	\$2,121.80 (T1 and T2)	\$7,956.75 (T1 and T2)	\$7,426.30 (T1 and T2)	\$641,889.06 (T1, T2, T4)
Totals	\$0	\$0	\$1,819,124.47	\$6,181.80	\$23,181.75	\$21,636.30	\$1,870,124.32

General Breakdown of Expenditures

Salaries + Benefits or Purchased Services (From T1, T2, and GF)	Professional Learning (From T1, T2, and GF)	Supplies & Materials (From T1, T2, and GF)	Other Expenditures (From T1, T2, and GF)
<ul style="list-style-type: none"> Instructional Coaches (STEM, Humanities, Grade 3-6, Grades 7-8, Grades 9-12) Data Coach Interventionist (3-6 ELA) Paraprofessional (5-6) Attendance and Family Engagement Support 	<ul style="list-style-type: none"> PowerSchool Restorative Practices Content-based learning and development <i>Edgenuity</i> MasteryConnect Academic Approach NWEA MAP Co-teaching/ Special Education 	<ul style="list-style-type: none"> Resources for <i>Expeditionary Learning, Eureka Math, FOSS Science, and MAISA Social Studies</i> Supplemental resources for Math and ELA intervention Parent communication resources 	<ul style="list-style-type: none"> ChromeBooks, including instillation, carts, and software

<Number- ex:1st> AMENDMENT
to the
Detroit Leadership Academy Partnership Agreement

In accordance with section 21 of the Detroit Leadership Academy Partnership Agreement:

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

All parties agree to the following:

- Amend section 4 EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Leadership Academy MS/HS by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A) Goal 1: 18-Month interim Benchmark 1: The Academy will achieve at least a 10.4% overall proficiency rate, representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 3% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures).
1)Explanation on page 5.


- Amend section 5 THIRTY-SIX MONTH GOALS TO BE MET BY Detroit Leadership Academy MS/HS by striking through the language to be changed and adding new language in **bold**. The statement(s) should read as follows:
 - A) Goal 1: 36-Month Benchmark: The Academy will achieve at least a 17.4% overall proficiency rate, representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 10% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures).
1)Explanation on page 5.

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

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

Detroit Leadership Academy
Board of Education President

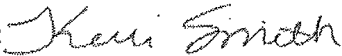
Name: Mark Lezotte

Signature: 

Date: September 14, 2018

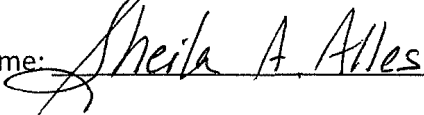
Detroit Leadership Academy
Superintendent

Name: Kerri Smith

Signature: 

Date: September 14, 2018

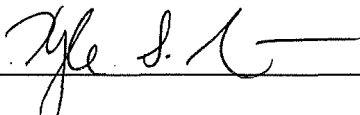
Michigan Department of Education,
Interim Superintendent of Public Instruction

Name:  _____

Date: 11-20-18

Signature: 

Office of Partnership Districts
Director, SRO Officer

Name:  _____

Date: 11-26-18

Signature: _____

Central Michigan University, Center for Charter Schools
Executive Director

Name: Corey Northrop, Interim Executive Director

Signature:  _____

Date: 09/17/2018

Partnership Agreement for Public School Academies July 2018

THIS PARTNERSHIP AGREEMENT (Agreement) is entered on July 2, 2018 between the Michigan Department of Education (MDE), the State School Reform/Redesign Officer (SRO), the Central Michigan University Center for Charter Schools and:

Detroit Leadership Academy MS/HS (Academy)
5845 Auburn Street
Detroit, Michigan 48228

~~Kristen Woods Helms, Principal~~ **Mark Friday, Principal**

Mark Lezotte, Academy Board President

~~Renee Burgess, President EQUITY Education (ESP)~~ **Kerri Smith, EQUITY CEO**

Corey Northrop, ~~Interim~~ Executive Director - Authorizing Agent

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

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

The purposes, terms and conditions of this Agreement are as follows:

- 1) PURPOSE OF THIS AGREEMENT:** The Parties enter into this Agreement with the purpose of working collaboratively in setting 18-month benchmarks and 36 month outcome goals for the Academy with the intent to significantly increase student achievement in the Academy school(s) named in this Agreement; and to determine the next level of accountability if the 18-month benchmark(s) or 36month goal(s) set forth in this Agreement are not be met by the Academy.

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

Likewise, the Code requires that the Academy operate pursuant to the Contract issued by the Authorizer. The Code defines the Contract as the executive act taken by the Authorizer evidencing the authorization of the Academy and establishes, subject to

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

It is mutually agreed by all parties to this agreement that the implementation of this partnership agreement is in the best interest of the students at Detroit Leadership Academy MS/HS for their academic improvement.

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

3) SCHOOLS SUPPORTED BY THIS AGREEMENT:

A) Detroit Leadership Academy MS/HS (02222)

4) EIGHTEEN MONTH BENCHMARKS TO BE MET BY Detroit Leadership Academy MS/HS:

A) **Goal 1: 18-Month interim Benchmark 1:** The Academy will achieve at least a 10.4% overall proficiency rate, representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 3% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures). **By end of 2019, the Academy will achieve at least 2% overall proficiency rate in Mathematics and Reading in grades 6 and 7 (as measured by the M-STEP), grade 8 (as measured by the PSAT) and grade 11 (as measured by the SAT). By the end of 2020, a 5.5% overall proficiency rate in the same grade levels and subject areas, and by the end of 2021, a 9% overall proficiency rate. The chart below indicates the annual expected proficiency rates.**

±) ——— Explanation on page 5.

PROFICIENCY CHART

SUBJECTS	YEAR	Grade 6	Grade 7	Grade 8	Grade 11
ELA/EBRW (BASE YEAR)	2017-2018				
ELA/EBRW (Year 1)	2019	2%	2%	2%	2%
ELA/EBRW (Year 2)	2020	5.5%	5.5%	5.5%	5.5%
ELA/EBRW (Year 3)	2021	9%	9%	9%	9%
END OF P.A.TOTALS	SEPT/2021	9%+	9%+	9%+	9%+
MATH (BASE YEAR)	2017-2018				
MATHEMATICS (Year 1)	2019	2%	2%	2%	2%
MATHEMATICS (Year 2)	2020	5.5%	5.5%	5.5%	5.5%
MATHEMATICS (Year 3)	2021	9%	9%	9%	9%
END OF P.A.TOTALS	9%+	9%+	9%+	9%+	9%+

- B) **Goal 2: 18-Month interim Benchmark 2:** The Academy will create a comprehensive plan to reduce the suspension rate, inclusive of clearly defined student expectations and methods to teach and model those expectations for students, alternatives to suspension, professional development for teachers and student support staff in restorative practices, and a process for routine monitoring and preventative measures to be taken for students deemed at risk for suspension.
- **In 2019-2020, the Academy will review monthly data reports on number of student suspensions to compare to the same data, at the same periods during the 2018-2019 school year.**
- C) **Goal 3: 18-Month interim Benchmark 3:** The Academy will create a clearly defined Multi-Tiered System of Support (MTSS) for all students, inclusive of a process for routine monitoring and preventive measures to be taken for students deemed at risk.
- **In 2019-2020, the Academy will review quarterly data reports on percentage of enrolled students meeting chronic absenteeism threshold during the 2018-2019 school year.**

5) THIRTY-SIX MONTH GOALS TO BE MET BY Detroit Leadership Academy MS/HS:

- A) **Goal 1: 36-Month Benchmark:** The Academy will achieve at least a ~~17.4%~~ **9% overall proficiency rate in Mathematics and Reading in grades 6 and 7 (as measured by the M-STEP), grade 8 (as measured by the PSAT) and grade 11 (as measured by the SAT).** ~~representative of grades 6-8 M-STEP Reading and Math and grade 11 SAT college and career readiness benchmarks (this is a 10% increase from 2016-2017 overall proficiency in the same grades, content areas, and assessment measures).~~
- ~~1) ——— Explanation on page 5.~~
- A) **Goal 2: 36-Month Benchmark:** The Academy will achieve a suspension rate that falls at or below 25%, inclusive of grades 6-12.
- A) **Goal 3: 36-Month Benchmark:** The Academy will have at least 60% of students NOT chronically absent, inclusive of grades 6-12.

6) ANALYSIS OF RELEVANT DATA

- A) **Relevant Data for Goal 1:** An analysis of Detroit Leadership Academy MS/HS achievement data from 2014-2015, 2015-2016 and 2016-2017 indicates that students are far below achieving the proficiency target in grades 6-8 M-STEP Reading and Math as well as in grade 11 SAT College Readiness benchmarks.

Grade 6 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	3%	10%	9%
Partially Proficient	8%	19%	31%
Not Proficient	90%	71%	60%

Mathematics Proficiency Target: 48%

Proficient	3%	0%	3%
Partially Proficient	11%	7%	31%
Not Proficient	87%	93%	66%

Grade 7 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	8%	9%	13%
Partially Proficient	13%	18%	33%
Not Proficient	79%	73%	52%

Mathematics Proficiency Target: 48%

Proficient	0%	0%	0%
Partially Proficient	13%	18%	21%
Not Proficient	87%	88%	79%

Grade 8 M-STEP English Language Arts Proficiency Target: 60%

Level	2015	2016	2017
Proficient	5%	19%	16%
Partially Proficient	19%	23%	45%
Not Proficient	77%	58%	39%

Mathematics Proficiency Target: 48%

Proficient	0%	7%	0%
Partially Proficient	12%	7%	6%
Not Proficient	88%	85%	94%

Grade 11 SAT Evidence-Based Reading and Writing Proficiency Target: 60%

Level	2015	2016	2017
Proficient	N/A	13%	16.1%
Not Proficient	N/A	87%	83.9%

Mathematics Proficiency Target: 48%

Proficient	N/A	10%	0%
Not Proficient	N/A	90%	100%

As the data shows, at least 50% of all students at Detroit Leadership Academy MS/HS have been not proficient in reading and math since the 2014-2015 school year (the one exception is the 2016-2017 class of 8th grade students, who had a majority of students fall into partially proficient and 39% in not proficient).

While English Language Arts is the relative strength, the percentage of students proficient has never eclipsed 19% through grades 6-8 and 11. Additionally, grade 7 is the only case in which the percentage of students proficient had three consecutive years of improvement.

Most troubling is students' levels of proficiency in mathematics. While students in grades 6-8 have not had more than 7% of students proficient over the past three years, the percentage of grade 11 students proficient has not been above 10% for the two reported years. The Academy has struggled to attract and retain high-quality, certified Mathematics teachers with the required content knowledge and instructional skill base to implement grade-level material in addition to effective intervention support. While the Academy's strategies to support student achievement are focused on the improvement of both English Language Arts and Mathematics, the school is putting laser-like dedication into the plan for Mathematics support, including the implementation of monthly content support sessions for all Mathematics teachers, weekly coaching cycles provided by the MS and HS Instructional Coaches, formative data cycles to keep an active pulse on student mastery and need for real-time remediation, a revised approach to Tier II and Tier III Mathematics supports (provided by MS and HS qualified Mathematics Interventionists --- pending 21h funding approval). This plan targets increasing teachers' content knowledge and content delivery skills in addition to the amount of exposure and qualified supports students have to catch up on critical math skills whilst being exposed to grade-level content.

Finally, while science and social studies M-STEP and MME results are not presented here, results over the past three years indicate 52-100% of students in grade 7 (Science), grade 8 (Social Studies), and grade 11 (Science and Social Studies) have been not proficient. The Academy's strategies for improving include implementation of new core curricula in these subject areas in addition to adding nonfiction literacy and writing strategies throughout these courses to support English Language Arts proficiency.

As the Partnership Team worked to identify an ambitious but feasible achievement goal, we considered the current number of students proficiency in grades 6-8 and grade 11, inclusive of English Language Arts and Mathematics. This data is based upon 2016-2017 M-STEP and SAT results and can be seen in the table below.

Grade Level/ Subject	# Students Assessed	# Students Proficient +	Overall % Proficient
6th - ELA	35	3	8.6%
6th - Math	35	1	2.9%
7th - ELA	33	5	15.2%
7th - Math	34	0	0%
8th - ELA	31	5	16.1%
8th - Math	31	0	0%

11th - EBRW	56	9	16.1%
11th - Math	56	0	0%
Total	311	23	7.4%

Based on a current overall proficiency rate of 7.4%, the Academy commits to a 10% increase in overall proficiency over the course of 36-months. This means a proficiency rate of 17.4% minimum, as determined by the 2019-2020 M-STEP (English Language Arts and Mathematics for grades 6-8) and SAT (grade 11).

B) Relevant Data for Goal 2: An analysis of Detroit Leadership Academy MS/HS suspension data from 2014-2015, 2015-2016 and 2016-2017 indicates that the school’s lowest percentage of students suspended took place during the 2016-2017 school year; during this academic year, the percent of students in grades 6-12 suspended for one or more days was 35.7% The Academy is committed to putting in place appropriate alternatives to suspension and developing a school culture more supportive of restorative practices and teaching appropriate self-monitoring and self-awareness strategies to students. A snapshot of three-year suspension data is shared in the table on the following page.

Grades 6-12	% of Students Suspended	Number of Days’ Instruction Lost to Suspension
2015	55.8%	539
2016	46.9%	496
2017	35.7%	263
2018	35.9%	506

During the 2017-2018 school year, family engagement supports and a Certified Family Therapist, both part-time, shared positions, were added to support the school to address attendance and support alternatives to suspension. The tables below show the number of 6-12 students serviced by our family engagement support and Certified Family Therapist.

Family Engagement Support	Number of Students Served
Tier 1 – School-wide (incentives, school-based programs)	All
Tier 2 – Targeted group support (letters home, phone calls home, group meetings)	206
Tier 3 – Intensive individualized support (parent meetings, home visits, attendance plans)	83

Certified Family Therapist Support	Number of Students Served
Tier 1 – School-wide	All
Tier 2 – Targeted group support	2
Tier 3 – Intensive individualized support	3

While these positions were successful in supporting some students, more students would benefit from Tier 3 supports that can't be sustained with the current part-time/shared positions. The school also endured teacher and leadership turnover during the year. As a result, overall school culture suffered, clear, consistent expectations and supports for students were not in place, and suspension was too often utilized as the means for behavior management. In line with the strategies to support Goal 2/Benchmark 2, a new leadership structure and building Principal have been brought on to move the school forward in the development and implementation of a positive and restorative school culture that focuses on keeping students in the classroom to learn.

C) Relevant Data for Goal 3: An analysis of Detroit Leadership Academy MS/HS attendance data from 2014-2015, 2015-2016 and 2016-2017 indicates that the school is far below Michigan Department of Education's goal of 92.37% of students not chronically absent.

Grades 6-12	% of Students NOT Chronically Absent
2015	50.6%
2016	46%
2017	51%
2018	40.2%

Detroit Leadership Academy struggles with losing approximately 30% of returning students, year to year, a large percentage due to family transiency around the city. The Academy, with the partnership of EQUITY Education, is committed to growing the school-family connection in a way that better inclines families to leave their children enrolled at the Academy if at all possible, despite home relocation. The Academy is committed to continue providing busing service to students who live outside of a walkable distance to the school. Additionally, the Academy is continuing to strengthen Detroit Leadership Academy's elementary program (currently K-5), so that families want to commit their children to attending the school from K-12.

As mentioned above, a part-time Family Engagement Liaison supported attendance-related issues this year at the school, in partnership with Michigan Department of Health and Human Service's Pathways to Potential program. A critical next step for the Academy in supporting student attendance (and suspension), is creating a comprehensive MTSS plan and protocol to provide targeted wrap-around supports for students. Additionally, expanding the Family Therapist's role and time dedication to the Academy will allow for whole-family supports to be put into place, creating the conditions for families and students to dedicate more energy towards academic achievement and college/career preparation.

7) STRENGTHS AND WEAKNESSES OF Detroit Leadership Academy MS/HS:

- A) Strength – The Academy has earned a five-year reauthorization from Central Michigan University Charter Schools Office, beginning 2018-2019 school year.
- B) Strength – All students at Detroit Leadership Academy MS/HS are provided free breakfast and lunch daily.
- C) Strength – All students who live outside a walkable distance to the school are provided with free bus transportation to and from school.
- D) Strength – The Academy was awarded the Michigan State Police (MSP) School Safety Grant in 2016-2017 in the amount of \$44,138.84. This grant supported the implementation of school-wide security cameras with real-time access and play back feed, Raptor Technology for visitor access, and fob keyless entry for staff.
- E) Strength – Detroit Leadership Academy has an after-school sports program, including football, boys and girls basketball, cheerleading, girls volleyball, baseball, and girls and boys track and field; additionally, Detroit Leadership Academy MS/HS implements a "NO pay-to-play" athletic policy.
- F) Strength – The Academy has implemented a nationally recognized, high-quality curriculum for mathematics (*Eureka Math*) and English Language Arts (*Expeditionary Learning*) that support college readiness.
- G) Strength – The Academy (in partnership with EQUITY Education), implemented a common interim assessment for reading and math during the 2017-2018 school year. The assessments were tied to a preview and post-analysis protocol that gave teachers exposure and practice analyzing relevant data sources, identifying student misunderstanding, creating re-teach plan, and learning to share data results with students in a meaningful way. This practice will continue at the school in the upcoming school year and expand to students' tracking their data for interim assessment and between interim assessments via formative data cycles.
- H) Weakness – The school has suffered from a high teacher-turnover rate during the 2016-2017 and 2017-2018 school years; additionally, the school lacked a

building Principal for approximately half of the 2017-2018 school year; as a result, adult and student morale, attendance, and culture all waned significantly.

- I) Weakness – The Academy has no program or well-defined system of support for Tier 2 or Tier 3 instruction for math and ELA, especially at the high school level.
- J) Weakness – The Academy serves a large population of students with special needs. However, the school currently lacks a strong model of inclusive instruction that supports students’ acquisition of skills related to IEP goals in addition to grade-level standards.
- K) Weakness – Effective counseling and mentoring programs need expansion and seamless integration into the school day schedule and curriculum to increase support for the high number of students struggling with social-emotional deficits. While multiple organizations are available to support Detroit Leadership Academy MS/HS students, a comprehensive support plan has not yet been developed or implemented.
- L) Weakness – The Academy has a large population of students each year who do not return to the school - approximately 30% yearly. This requires ongoing time and investment resources being spent on new students and families to teach, model, and mold them around the schools’ expectations, learning processes, systems, and relationship building with adults in the school.
- M) Weakness – The students attending Detroit Leadership Academy MS/HS are approximately 97% low income. Many of the students come from single-family homes and from homes with instances of trauma. Many are in need of social and emotional support. Individualized and group counseling sessions have revealed students who have been victims of abuse and neglect. Due to their low income status, those students living in extreme poverty struggle to have their basic necessities met, including food, shelter, and hygiene, which deeply impacts their ability to come to school and/or achieve.

8) STRATEGIES TO MEET PARTNERSHIP GOALS AND BENCHMARKS:

A) Goal 1: Academic Achievement

- 1) **Strategy 1:** During 2018 Summer Summit (August 2018), teachers will meet in content-specific planning PLCs to 1) Review the scope of standards for their content and grade level; 2) Preview the scope and sequence of their core curricula relative to EQUITY network pacing guides; 3) Conduct the preview protocol for Interim #1 within their content/grade-level areas; 4) With support from the Instructional Coach of Humanities or Instructional Coach of STEM, develop their first unit map and two weeks of instructional lessons.
- 2) **Strategy 2:** Teachers will participate in ongoing professional development with core curriculum and content specific strategies via monthly (minimum) content-specific planning Professional Learning Communities (PLCs) delivered by EQUITY content coaches and contracted content experts.
- 3) **Strategy 3:** Teachers will participate in weekly coaching cycles with their assigned Instructional Coach focused on building their capacity to implement Level 3 practices within the *EQ Teaching + Learning Rubric*.

- 4) **Strategy 4:** Teachers, with leadership support, will implement bi-weekly data cycles to inform instruction and remediation.
 1. Identify data cycle protocol for implementation
 2. Set calendar for bi-weekly cadence and name specific assessment sources/data sets that will be referenced
 3. Provide protocol preview opportunity during summer training prior to September 2018
 4. Provide explicit training to teachers in how to interpret data reports from Academic Approach, an interim assessment system aligned to PSAT/SAT, utilize Academic Approach question banks for the development of formative assessment, and choose appropriate formative assessment questions (teachers will also learn how to include questions from core curriculum resources during monthly content-specific planning PLCs)
 5. Before each of three interim assessments, conduct Preview Protocol; after each of three interim assessments, conduct Post-Analysis Protocol (using data from MasteryConnect, an interim assessment suite aligned to Common Core State Standards and teaching pacing) and re-teach planning
- 5) **Strategy 5:** As a component of bi-weekly data cycles, students will physically learn to implement and track their progress on key content standards to promote ownership and engagement in their own progress; the tracker will also include space for tracking attendance so that students can begin to see the correlation between being at school and how it directly affects academic achievement.
- 6) **Strategy 6:** In coordination with the Senior Managing Director of Academics for EQUITY Education, Detroit Leadership Academy MS/HS Instructional Coaches will clearly define, implement, progress monitor, track, and celebrate student growth within the Tier II and Tier III system of support for English Language Arts and Mathematics.
- 7) **Strategy 7:** In coordination with the Senior Managing Director of Academics for EQUITY Education, Detroit Leadership Academy MS/HS Instructional Coaches will support the implementation, observation, feedback, growth, and overall effectiveness of a defined model of co-planning and co-teaching between Special Education teachers and assigned General Education classroom teachers.
- 8) **Strategy 8:** The Senior Managing Director of Academics for EQUITY Education will provide ongoing support, modeling, observation, feedback, and other professional learning experiences to the MS/HS Instructional Coaches to support their coaching, management, and leadership of teachers. This work will be driven by *Leverage Leadership* (Bambrick-Santoyo, 2012), *The Art of Coaching* (Aguilar, 2013), and *The Art of Coaching Teams* (Aguilar, 2016).

B) Goal 2: Reducing Student Suspensions

- 1) **Strategy 1:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will clearly define student expectations and a plan to teach and model expectations for students beginning day one of the school year.

- 2) **Strategy 2:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will research and seek professional development around alternatives to student suspension.
- 3) **Strategy 3:** In coordination with EQUITY Education, all leaders, teachers, and support staff will participate in multiple, ongoing professional learning experiences on the importance and use of restorative practices.
- 4) **Strategy 4:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will develop, implement, and monitor the effectiveness of a process for proactively monitoring and putting into place preventative measures to be taken for students deemed at risk for suspension and inclusive of Strategies 1-3, above, utilizing tools including PowerSchool and SchoolZilla.
- 5) **Strategy 5:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will develop a strategy for communicating the school's beliefs, stance, and plan around reducing student suspensions; the plan will be communicated to all staff and student families at the beginning of the 2018-2019 school year, during Open House, and again at the first round of Family-Teacher Conferences at the end of Quarter 1.

C) **Goal 3: Improving Student Attendance via Wrap-Around Supports**

- 1) **Strategy 1:** With support from Wayne County Regional Educational Service Agency (WRESA), and in coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will collaboratively determine a clearly defined model of MTSS for implementation at Detroit Leadership Academy MS/HS.
- 2) **Strategy 2:** In coordination with EQUITY Education, the Principal and chosen leadership team members and teachers will collectively identify and define all available wrap-around support services and partners available to students at the school. The comprehensive list should include the names of all wrap-around support organizations that partner with the school, the services they offer, the number of students they can support on their caseloads, and qualifications they have for working with students; leadership will then identify wherein the MTSS protocol it becomes relevant to tap into the partners list. The plan should include (at minimum): a process for setting goals between identified students and their support service, benchmark goals, a check-in process, and a plan for communication with the students' family and teachers around progress and classroom-relevant strategies to support. A clearly articulated plan for the use of family engagement supports should live within the MTSS plan as well.
- 3) **Strategy 3:** As part of students' bi-weekly tracking of formative assessment data and interim assessment data, students will track their weekly attendance and make written observations about the correlation between their attendance and learning, as well as goal set around attendance improvement efforts, if needed.
- 4) **Strategy 4:** As part of ongoing efforts to encourage student attendance, the Detroit Leadership Academy MS/HS Leadership Team will create a monthly attendance incentive plan for students, to be implemented throughout the 2018-2019 and 2019-2020 school year. A

communication plan for should also be developed to share the plan with teachers, support staff, students, and families. A tracking system should be developed and shared with teachers for a uniform and less burdensome implementation.

- 5) **Strategy 5:** Students' attendance averages, plans for attendance intervention, or celebration of student attendance will be shared with families during each Quarter's Family-Teacher conferences.
- 6) **Strategy 7:** Teachers and Office Staff will receive training in PowerSchool to ensure correct logging of student attendance.
- 7) **Strategy 6:** In coordination with EQUITY Education, the Detroit Leadership Academy MS/HS Leadership Team will put into place a daily call home protocol to ensure that all absent students receive a phone call home to a family member before the end of each school day.

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

- A) Continued content development through English Language Arts core curricula (*Expeditionary Learning*) and Mathematics core curricula (*Eureka Math*)
- B) Creating valid formative assessment aligned to core curricula; processing through the formative data cycle protocol; utilizing the interim assessment web-based tool, MasteryConnect
- C) Administering, collecting, and interpreting data from Academic Approach (PSAT/SAT practice assessment) and other assessment tools; tying this data back to interim/formative data sets to form complete picture of student progress
- D) Continued development relative to the *EQ Teaching + Learning Rubric's* five core components: Lesson Design, Instruction, Assessment, Student Engagement, Culture of Achievement
- E) Identifying, interpreting, and using key data sets to identify students for Tier II and Tier III English Language Arts and Mathematics support
- F) Implementing Tier II and Tier III English Language Arts and Mathematics intervention, including *Edgenuity*
- G) Implementing Special Education model of co-teaching/inclusive teaching for students with Individual Education Plans
- H) Use of restorative practices between students, groups of students, and between adults and students
- I) Alternatives to suspension
- J) Developing and defining a clear MTSS system and plan; communicating plan to teachers and families, other stakeholders as needed
- K) Use of SchoolZilla and PowerSchool to gather, read, interpret, and plan around key school data
- L) Effective leadership team organization and facilitation of weekly meetings
- M) Culturally sensitive communication practices for all staff
- N) Ongoing new teacher professional development aimed at creating a sense of community among new teachers while tackling problems of practice common to teachers new to the profession.

10) DETROIT LEADERSHIP ACADEMY MS/HS BOARD OF DIRECTORS ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND PARTNERSHIP GOALS:

- A) The Detroit Leadership Academy Board will become familiar with the full Partnership Agreement, including the 36-month goals, 18-month benchmarks, and strategies being used to support achievement of the goals.
- B) The Detroit Leadership Academy Board will provide time at each month's Board Meeting to hear from the Principal or EQUITY representative to provide a progress update relative to the Partnership Agreement benchmarks and progress.
- C) The Detroit Leadership Academy Board will work closely with EQUITY Education and school leadership to remove any barriers within its control to support successful implementation of the Partnership Agreement.
- D) The Detroit Leadership Academy Board will approve resources aligned with the goals, benchmarks, and strategies of the Partnership Agreement and necessary to its success.
- E) The Detroit Leadership Academy will actively foster relationships with community partners to bring talent and resources into the district.

11) PRINCIPAL and EQUITY PARTNERSHIP TEAM REPRESENTATIVE ROLE AND ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) The Principal, in coordination with the MS/HS Instructional Coaches and Senior Managing Director of Academics at EQUITY Education, will provide monthly updates to the Academy's Board of Directors regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- B) Twice per year (Winter, Spring), the Academy's Principal, in coordination with the MS/HS Instructional Coaches and Senior Managing Director of Academics at EQUITY Education, shall convene an after-school community meeting (open to staff, students, families, and partners) and shall provide attendees with an update regarding the status of the Academy as relates to the implementation of this Agreement and the achievement of the goals defined herein.
- C) The Principal shall ensure that all teachers attend scheduled content development sessions, EQUITY-provided professional development, and actively engage in weekly coaching cycles with the MS/HS Instructional Coaches. In the event these professional responsibilities are missed, the Principal will ensure the teacher schedules and follows through on make-up opportunities and provides takes appropriate steps to ensure subsequent commitments are not missed.
- D) The Principal, in coordination with EQUITY Education support, will ensure that the master schedule for the MS/HS meets core curriculum requirements and that all staff adheres to the master schedule. Changes to class offerings, schedule times, curricular materials, assessment schedules, scheduled time out of the building by students, etc. must be approved by EQUITY prior to communication to school staff or implementation.

12) EMPLOYEE ACTIONS TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:

- A) Teachers will actively participate in weekly coaching cycles with their assigned MS/HS Instructional Coach.
- B) Teachers will attend and actively participate in all scheduled content support sessions, both during and after school hours.
- C) Teachers will take part in additional professional development opportunities provided by EQUITY Education, given advance notice.

- D) Teachers will complete formative data cycle analysis, interim preview and post-analysis, and reteach plans, using EQUITY protocols and required templates.
- E) Teachers will ensure students track formative and interim assessment data according to the school's set cadence.
- F) Teachers and support staff will attend scheduled professional development sessions for positive behavior support, alternatives to suspensions, classroom management, restorative practices and ongoing sessions relative to improving school culture, reducing student suspension, and increasing student attendance and investment in academics.
- G) Teachers will actively work to meet the improvement metrics and timelines identified within any Performance Improvement Plan (PIP) or Coaching Plan (CP) that results from Mid- or End-of-Year Evaluation.
- H) School Leadership (Principal, MS/HS Instructional Coaches, other Principal-appointed leaders) and Master Teachers will participate as active members of the Detroit Leadership Academy MS/HS Partnership Team.
- I) Staff will maintain personal attendance records of 90% or higher throughout the course of the school year.

**13) CENTRAL MICHIGAN UNIVERSITY CENTER FOR CHARTER SCHOOLS
ACTION TO BE TAKEN IN ORDER TO MEET BENCHMARKS AND GOALS:**

- A) Provide data analytics to support the Academy in making data-informed decisions.
- B) Provide professional development opportunities to the Academy Board in an effort to support its governance responsibility to ensure significant academic improvement.

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

- A) The MDE Assigned Partnership Agreement Liaison, Louretta Cunningham-Powell, will serve as the primary point-of-contact for MDE.
- B) The MDE Partnership Liaison, Louretta Cunningham-Powell, will provide opportunities for support and resources to the district to help implement the partnership agreement, subject to the availability of funds.
- C) The MDE Partnership Liaison, Louretta Cunningham-Powell, will work with the Academy Principal, Partnership Team, and school staff to ensure the successful implementation of the Partnership Agreement.
- D) The MDE Partnership Liaison, Louretta Cunningham-Powell, will garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the Partnership Agreement goals.
- E) The MDE Partnership Liaison, Louretta Cunningham-Powell, will work with the Academy Principal, Partnership Team, and staff to identify barriers to the Partnership Agreement and eliminate or minimize these barriers.
- F) The MDE Partnership Liaison, Louretta Cunningham-Powell, will facilitate discussions and meetings related to the Partnership Agreement when requested. They will include all Partnership Team members in written or email communication.
- G) The MDE Partnership Liaison, Louretta Cunningham-Powell, will participate in regular check-ins (at least quarterly) with partners to discuss Partnership Agreement progress.

- H) The MDE School Reform Office will release Detroit Leadership Academy from providing a District Improvement Plan (DIP). Rather, will only submit a School Improvement Plan (SIP) and Partnership Agreement (MS/HS only).
- I) The MDE School Reform Office will identify and remove or minimize barriers that may impede the successful implementation of the Partnership Agreement, such as granting waiver of reports (i.e. School Improvement Plan, Quarterly Monitoring Reports – SRO, and PERIS Reporting), flexibility in spending from federal funding sources, and flexibility with respect to state reporting requirements (i.e. Title I Diagnostic, School System Review, Interim Self-Assessment, Program Evaluation, Megs Budgeting (Consolidated Application), Reform/Redesign Plan, Quarterly Board Reports, and AdvancED Self-Assessment or accompanied Reporting or State Required Equivalent).

15) BUDGET: Describe how existing and anticipated local, state, and federal funds will be used for staffing, programs, initiatives, and activities in order to meet the 18-month benchmarks and 36-month goals. Complete Attachment A, 36-Month Budget Overview.

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

A) **CT3**

- a. CT3 is a nationally recognized educator support organization that offers high-value professional development and teacher trainings that build school capacity through improved pedagogy. Their approach transforms classrooms by supporting the effective creation of classroom cultures that drive academic excellence for all students, especially those in underserved communities. CTE3 will support Detroit Leadership Academy MS/ES and EQUITY Education Instructional Coaches in building instructional coaching capacity and make *Real Time Teacher Coaching* a part of a school’s culture, not a one-time professional development opportunity. This partner will directly support DLA ES/MS goals, benchmarks, and strategies around teacher coaching and improvement, as aligned to researched-based pedagogy within the *EQ Teaching + Learning Rubric*. The effectiveness of CTE3’s support will be determined through evaluation, teacher growth scores, student achievement data, and qualitative measures. Additionally, survey feedback from participating Instructional Coaches and members of the Detroit Leadership Academy Leadership Team and EQUITY Senior Leadership Team will be collected and considered.

B) **Detroit Children's Fund**

- a. The mission of Detroit Children’s Fund (DCF) is “to dramatically change the odds for Detroit youth by ensuring they have exceptional learning and developmental opportunities.” Detroit Children’s Fund partners with schools, leaders, and educators to fund proven strategies that remove barriers to success and result in the creation of quality schools and exceptional educators. This partner is supporting Detroit Leadership Academy and EQUITY Education’s participation in the DCF Leader’s Institute (in collaboration with School Empowerment Network). The Leader’s Institute is designed to recruit talented educators and prepare

them to lead change in a variety of school improvement contexts. The DCF Leader's Institute will provide ongoing, post-training coaching and support to ensure efforts are successful as the Fellow assumes additional responsibility and leadership. This Fellow will either lead a 9th grade Academy or the middle school for Detroit Leadership Academy after their initial year of training through School Empowerment Network. The selected Fellow will serve as an academic lead in the 2018-2019 school year as a leader in residence at Detroit Leadership Academy with the support of School Empowerment Network, while receiving additional post-SEN coaching and support via the Detroit Children's Fund. This partnership will support the Academy's critical need around instructional leadership capacity. The effectiveness of DCF's support will be determined through feedback from the DCF Fellow, results of ongoing evaluation of the Fellow, other members of the Detroit Leadership Academy Leadership Team, and EQUITY Education's Senior Leadership Team.

C) EdFuel

- a. EdFuel is a national nonprofit that supports single site schools, charter networks, traditional districts, and education nonprofits with talent management needs of all types. On the systematic side, they design the tools and processes that education organizations need to implement strong, equitable and inclusive talent management systems. Their work spans all aspects of the talent cycle and they have extensive experience in the following areas: competency mapping, recruitment, hiring, onboarding, professional development, performance evaluation, compensation and benefits, succession planning, and holistic organizational culture. In the upcoming year, members of the Detroit Leadership Academy MS/HS Leadership Team will participate in Peer Learning Communities (PLCs), which are designed to allow team members to dive deeply into various themes and functional areas over the course of the school year. In monthly sessions, the team will convene with one of their expert facilitators to share their experiences and raise problems of practice with peers in order to illuminate potential solutions. In order to develop the collective capacity of the Academy's Leadership Team and in turn, best support the work of the Partnership Agreement, the team will engage in the Management Essentials PLC, focused on building foundational skills (structures, expectations, and check-ins) for management, building relationships and trust, and uncovering who they are as leaders and managers. The impact of this Partner's support will be directly evident in the Leadership Team's ability to collectively and individually lead, manage, and build positive adult culture at the Academy. Effectiveness will be measured through individual Leadership Team member evaluation (inclusive of teacher retention rates), feedback from PLC participants, and teacher feedback on leadership areas of strength, growth, and continued areas for improvement.

D) Huntington Educational Consultants

- a. The main function of Huntington Educational Consultants (HTC) is to provide expert Mathematics and Secondary Science content support to Instructional Coaches and teachers at Detroit Leadership Academy MS/HS. Specifically, HTC will provide monthly co-observation and

professional development support to the STEM Instructional Coach, increasing her content expertise and capacity. They will also co-deliver monthly professional development to teachers during content Professional Learning Community (PLC) meetings, in alignment with the overall plan for Mathematics and Science support. The impact of this support should be directly observed through teacher planning and instructional delivery of Mathematics and Science instruction and subsequently, visible through students' formative assessments, M-STEP results, PSAT/SAT and content interim assessments. We will also determine effectiveness based upon data tracking of student outcomes, teacher feedback from PLCs, and feedback from the STEM Instructional Coach.

E) Lincoln Behavioral Health Services

- a. The main function of Lincoln Behavioral Health is to support the academic success of all students through promoting their physical and emotional health. More specifically, the goal is to eliminate the isolation between the schools and mental health services in the community, by encouraging a joint effort in meeting student's mental health needs among the school, community and family. Specifically, Lincoln Behavioral Health will support DLA MS/HS next year by providing families and students prevention and care services that are age and culturally appropriate and that are proven to be effective with youth in their care. The agency will provide social services so families are better connected to mental health services and the school is enhanced and supported. The expected impact that Lincoln Behavioral Health services will have on students should be directly related to their individual treatment goals. These goals should reflect increased social-emotional growth and personal awareness. Indirectly, the agency should have an impact on attendance and grades through increased positive behavior changes and peer relations. We will determine their effectiveness through behavior tracking and discharge data related to treatment plan.

F) Michigan Department of Health and Human Services

- a. The main function of the Michigan Department of Health and Human Services is to remove any and all barriers that families may have that keep students from being able to attend school. Specifically, the organization supports the school through meeting with parents, eliciting concerns and connecting families to needed resources. Additionally, the organization provides parents and students engagement within the community and education around life skills. We expect that, through the support that the organization provides, the students' academic performance should increase as it should positively correlate with increased attendance. Effectiveness will be determined through data tracking attendance/grades around those serviced.

G) School Empowerment Network

- a. The School Empowerment Network (SEN) is a national organization that partners with school systems to reset and redesign schools, recruit and develop new principals and leadership teams, establish teacher career ladders, and build district capacity to sustain the work. SEN has partnered with Detroit Children's Fund to recruit, train, and provide yearlong development support to a DCF Fellow that will serve as the HS Instructional Coach at Detroit Leadership Academy beginning in the

2018-2019 school year. Through the support of SEN, the DCF Fellow/HS Instructional Coach will participate in cohort sessions and receive on-site coaching that emphasizes key practices, including running effective Instructional Leadership Team meetings, implementing teacher observation and feedback cycles, and responding to student need through data-driven instruction cycles - all skills and strategies aligned with the Academy's strategies to achieve the 36-month goals, 18-month benchmarks, and sustained achievement for students at the Academy. This partnership will support the Academy in increasing instructional leadership capacity that will have a significant impact on teacher performance and student outcomes. Both School Empowerment Network and Detroit Leadership Academy will determine the effectiveness of the DCF Fellow through evaluation, teacher growth scores, student achievement data, and qualitative measures. The effectiveness of SEN's support will be determined through feedback from the DCF Fellow/HS Instructional Coach and from other members of the Detroit Leadership Academy Leadership Team.

H) Skillman Foundation

- a. The Skillman Foundation works to ensure that Detroit youth have access to high-quality educational and economic opportunities. The Skillman Foundation has worked diligently to support Detroit Leadership Academy, along with EQUITY Education, for the last few of years. The Skillman Foundation has been paramount in helping support initiatives including, but not limited to, innovation mini grants, capacity building supports, and instructional and data coaching. The Skillman Foundation has supported neighborhood-based initiatives in several high-need areas of Detroit, and Detroit Leadership Academy MS/HS is situated in one such neighborhood. The foundation will continue to support DLA and EQUITY Education in the form of program initiatives like enrichment and summer programming, talent capacity building, chronic absenteeism support, and data system application along with short-cycle data reviews. The EQUITY Senior Leadership Team and feedback from the Detroit Leadership Academy Leadership Team, as measured against specific initiative objectives, will be continually monitored the to determine effectiveness of support.

I) Teach For America - Detroit

- a. The main function of Teach For America, according to their mission, is to "enlist, develop, and mobilize as many as possible of our nation's most promising future leaders to grow and strengthen the movement for educational equity and excellence." Essentially, Teach For America recruits and trains teaching talent to work in traditionally underserved communities to ensure that all students have access to high quality teachers. Next year, Teach For America will support Detroit Leadership Academy by providing and supporting four teachers: one middle school science teacher, two high school science teachers and one high school math teacher. We are confident that these teachers will positively impact student growth and achievement given the high level of support provided by Teach For America. The effectiveness of these TFA teachers will be determined by both Teach For America and Detroit Leadership Academy. We will use student data on interim assessments, M-STEP, and PSAT/SAT, evaluation scores (according to the use of the EQ

Teaching + Learning Rubric), and observation and feedback notes from our academic team to determine the effectiveness and impact of our Teach For America Teachers.

J) **Wayne County Regional Educational Service Agency (WRESA)**

- a. WRESA has made themselves available to support the following areas through one-on-one and small group learning and planning sessions with the Detroit Leadership Academy MS/HS Leadership Team and EQUITY Education: Multi-Tiered Systems of Support, Alternatives to Suspension, Special Education Instruction Re-design, Tier II and Tier III English Language Arts and Mathematics programmatic support, and Cultural Sensitivity and Awareness. Planning and implementation support in these areas will enhance the Academy's overall ability to achieve the 36-month goals and 18-month benchmarks. Effectiveness will be determined through data tracking relative to each support area, applicable student outcomes in the areas of academics, attendance, and suspension, and feedback from the DLA MS/HS Leadership Team, EQUITY Team, and any teachers who interact with the support services.

17) TERM OF AGREEMENT:

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

18) NEXT LEVEL ACCOUNTABILITY MEASURES:

- A) If The Parties fail to sign this agreement within 90 days, the Authorizer shall implement one of the following Next Level of Accountability Measures:
 - 1) Reconstitute
 - 2) Closure
- B) If the Academy fails to sign this agreement within 90 days, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in

subsection A, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection A.

- C) If the Academy school(s) covered by this Agreement does not meet the 18-month benchmark(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Reconstitute
 - 2) Closure
- D) If the Academy school(s) covered by this Agreement does not meet the 18-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection C, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection C.
- E) If the Academy school(s) covered by this Agreement does not meet the 36-month goal(s) set forth in this Agreement, the Authorizer shall implement one of the following mutually agreed upon Next Level of Accountability Measures:
 - 1) Reconstitute
 - 2) Closure
- F) If the Academy school(s) covered by this Agreement does not meet the 36-month benchmark(s) set forth in this Agreement, and the Authorizer fails to implement one of the Next Level of Accountability Measures defined in subsection E, within 45 days of being notified by the OPD, the State School Reform/Redesign Officer will implement one of the Next Level of Accountability Measures defined in subsection E.
- D) Consistent with the Contract, nothing in this Agreement shall prevent the Academy or Authorizer from exercising other termination or revocation rights set forth in the Contract or under applicable law.
- E) Consistent with the Contract and applicable law, nothing in this Agreement shall prevent the Academy from exercising the applicable legal and appropriate rights if it does not agree with the next level of accountability imposed by the SRO.

19) CHECKLIST OF ACTIONS: The following actions will be completed by Detroit Leadership Academy MS/HS, EQUITY Education and Partnership Team, the Academy Board of Directors, and Partners as specified below:

- A) By July 27, 2018, create an implementation plan to ensure that all components of the Partnership Agreement are placed into a comprehensive document that delineates the tasks that will be done by year (including all deliverables), who is responsible for overseeing each task, and the deadline for completion.
- B) By August 10, 2018, determine the monthly 2018-2019 meeting dates and locations for the Partnership Agreement partners (those who signed the Partnership Agreement) to monitor progress on the Partnership
- C) By August 10, 2018, determine the quarterly 2018-2019 meeting dates and locations for all Partnership Agreement partners.
- D) By August 17, 2018, create a communication plan, to share the signed Partnership Agreement with partners, school staff, parents, students and relevant community members.

- 20) FUTURE MEETING DATES:** Detroit Leadership Academy MS/HS and the Michigan Department of Education will establish mutually agreed-upon quarterly meeting dates in order to engage in collaborative discussion, gauge implementation progress and identify barriers, and discuss relevant issues regarding this Partnership Agreement.
- 21) AMENDMENTS:** If a Party requests modification of this Agreement, the Parties shall, upon reasonable notice of the proposed modification by the Party desiring the change, confer in good faith to determine the feasibility of such modification. Any modification of this Agreement approved by the Parties will not take effect until it is incorporated into the Contract by amendment approved by the Academy and Authorizer. A Partner does not have the right to request modification to this Agreement.
- 22) ENTIRE AGREEMENT:** This Agreement sets forth all the covenants, agreements, stipulations, promises, conditions and understandings of the parties to this Agreement concerning the activities and Services contemplated herein. No party, including but not limited to its respective members, employees, attorneys, consultants, advisors, agents, representatives or students, have made any covenant, agreement, stipulation, promise, condition or understanding, warranty or representation, either oral or written, other than set forth herein.
- 23) INVALIDITY OR ENFORCEABILITY; SEVERABILITY; CONFLICT WITH CONTRACT:** If any provision of this Agreement is held invalid or unenforceable by any court of competent jurisdiction, the other provisions of this Agreement will remain in full force and effect. Any provision of this Agreement held invalid or unenforceable by any court of competent jurisdiction in part or degree will be severed from the Agreement, and the Agreement will remain in full force and effect to the extent not held invalid or unenforceable. If any provision of this Agreement conflicts with a provision in the Contract, the Contract provision shall control.
- 24) WAIVER:** No Party may waive any condition, promise, obligation or requirement applicable to any other Party hereunder, unless such waiver is in writing signed by an authorized representative of such Party and expressly stated to constitute such waiver. Such waiver shall only apply to the extent given and shall not be deemed or construed to waive any such or other condition, promise, obligation or requirement in any past or future instance. No failure by a Party to insist upon strict performance of any covenant, agreement, term, or condition of this Agreement, shall constitute a waiver of any such covenant, agreement, term or condition.
- 25) CAPTIONS:** The captions in this Agreement are inserted only as a matter of convenience and for reference and in no way define, limit, enlarge or describe the scope or intent of this Agreement nor in any way shall affect this Agreement or the construction of any provision hereof.
- 26) GOVERNING LAW:** This Agreement shall be governed by, construed and enforced in accordance with, the laws of the State of Michigan.

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

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

i) If to the Academy:
Detroit Leadership Academy MS/HS
% EQUITY Education
13600 Virgil Street
Detroit, Michigan 48223
Attn: ~~Renee Burgess, President,~~ **Kerri Smith, CEO,** EQUITY Education
Mark Lezotte, President, Board of Directors
Email addresses: ~~rburgess@eqeducation.org~~ **ksmith@eqeducation.org** and
lezotte@butzel.com

ii) If to Authorizer:
Central Michigan University, Center for Charter Schools
The Governor John Engler Center for Charter Schools, EHS Suite 200
Mt. Pleasant, Michigan 48859
Attn: Corey Northrop, **Interim** Executive Director
Email address: cnorthrop@thecenterforcharters.org

iii) If to Michigan Department of Education:
608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Superintendent of Public Instruction
Email address: _____

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

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

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

Michigan Department of Education

Name:

Title:

Signature:

Date:

Detroit Leadership Academy Superintendent

Name: Kerri Smith

Title: Superintendent

Signature: *Kerri Smith*

Date: 9/23/2019

Board of Directors

Name: Mark Lezotte

Title: Detroit Leadership Academy Board President

Signature:

Date: 9/23/2019

Office of Partnership Districts

Name:

Title:

Signature:

Date:

William A. Pearson
Director of Office of Partnership Districts
9-30-19

Central Michigan University

Name: Corey Northrup

Title: Executive Director

Signature:

Date: 9/23/2019

ATTACHMENT A: THIRTY-SIX MONTH BUDGET OVERVIEW

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

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

Partnership Agreement Year	Salaries	Benefits	Purchased Services	Professional Learning	Supplies & Materials	Other Expenditures	Total Expenditures
1	\$0	\$0	\$588,542.00 (T1, T2, T4)	\$2,000.00 (T1 and T2)	\$7,500.00 (T1 and T2)	\$7,000.00 (T1 and T2)	\$604,864.00 (T1, T2, T4)
2	\$0	\$0	\$606,198.26 (T1, T2, T4)	\$2,060.00 (T1 and T2)	\$7,725.00 (T1 and T2)	\$7,210.00 (T1 and T2)	\$623,193.26 (T1, T2, T4)
3	\$0	\$0	\$624,384.21 (T1, T2, T4)	\$2,121.80 (T1 and T2)	\$7,956.75 (T1 and T2)	\$7,426.30 (T1 and T2)	\$641,889.06 (T1, T2, T4)
Totals	\$0	\$0	\$1,819,124.47	\$6,181.80	\$23,181.75	\$21,636.30	\$1,870,124.32

General Breakdown of Expenditures

Salaries + Benefits or Purchased Services (From T1, T2, and GF)	Professional Learning (From T1, T2, and GF)	Supplies & Materials (From T1, T2, and GF)	Other Expenditures (From T1, T2, and GF)
<ul style="list-style-type: none"> Instructional Coaches (STEM, Humanities, Grade 3-6, Grades 7-8, Grades 9-12) Data Coach Interventionist (3-6 ELA) Paraprofessional (5-6) Attendance and Family Engagement Support 	<ul style="list-style-type: none"> PowerSchool Restorative Practices Content-based learning and development <i>Edgenuity</i> MasteryConnect Academic Approach NWEA MAP Co-teaching/ Special Education 	<ul style="list-style-type: none"> Resources for <i>Expeditionary Learning, Eureka Math, FOSS Science, and MAISA Social Studies</i> Supplemental resources for Math and ELA intervention Parent communication resources 	<ul style="list-style-type: none"> ChromeBooks, including instillation, carts, and software