

# Michigan Department of Education Office of Partnership Districts



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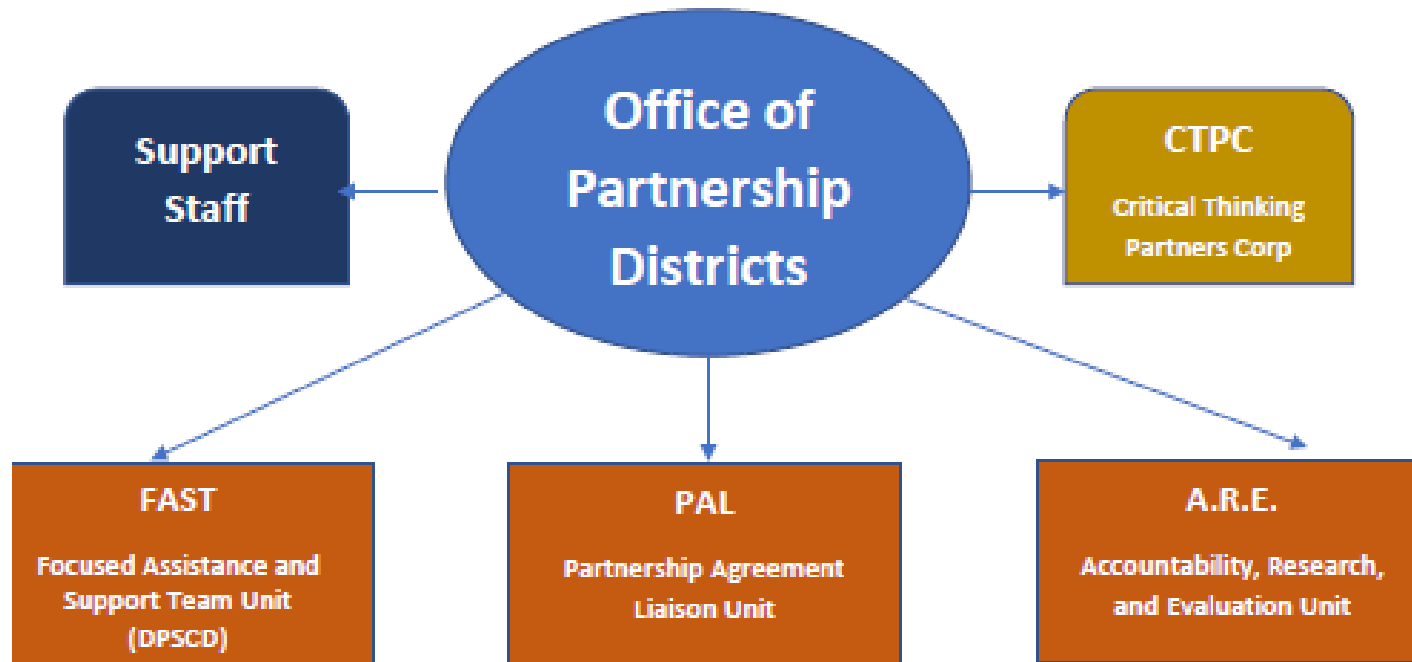
# Office of Partnership Districts

## Positioning Partnership Districts for Success

- Three Goals of the Office of Partnership Districts
  - data driven
  - actively engage in relationship building with districts
  - targeted and intentional
- Office Structure
  - Partnership Agreement Liaison Unit (PAL)
  - Focused Assistance and Support Team Unit (FAST)
  - Accountability, Research, and Evaluation Unit (A.R.E)



# Office of Partnership Districts





# Strategic Objectives



1. Design, deploy, and implement a Principal/Superintendent contractor pool that builds capacity for partnership districts leaders.



2. Design, deploy, and implement a system for disbursing and evaluating the use of Section 21(h) funds that supports district partnership agreements.



3. Collaborate with partnership districts using best practices and high-level customizable supports.



4. Develop resources and technical assistance programs, services, and documents that are utilized by partnership agreement districts.



# Strategic Objectives



5. Develop a multi-faceted evaluation system that will reliably and validly measure the effectiveness of the Office of Partnership Districts.



6. Develop and implement a system for determining district level readiness for implementation of evidenced based practices, research-based policies, and/or collaborative initiatives specifically aligned to partnership agreement goals.



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



# Introduction

- In 2017, Partnership Districts were developed with the goal of improving achievement levels at the lowest-performing schools in Michigan. Partnership Agreements serve as the primary intervention utilized by the Michigan Department of Education (MDE) to facilitate improvements in student academic achievement and success in districts identified as low performing.
- Partnership District Agreements are developed and amended in a partnership-style of collaboration with the identified district, the Michigan Department of Education, the Intermediate School District (ISD) and/or Authorizers, and community partners.
- The 18-month benchmark review or Review of Goal Attainment (RGA), is designed to bring all stakeholders to the discussion to review and determine the level of progress made on identified goals, strategies, objectives, and/or benchmarks.



# History of Partnership Agreements

Partnership Agreements began in April of 2017

- Nine districts and 37 schools that removed the threat of school closure
- The local district remains in total control of its schools
- Each Partnership District was assigned a liaison from MDE
- This liaison is responsible for supporting the district by:
  - helping resolve problems and breaking down barriers
  - facilitating discussions and meetings
  - ensuring that the Partnership District receives maximum support for success from MDE, as well as from the partners and other state agencies



# Current Status of Partnership Agreements

- Additional Districts
  - October of 2017 - 7 new districts
  - March of 2018 - 21 new districts
- Current counts
  - 33 districts
  - 112 schools
  - One 'Cooperative CEO' agreement (Benton Harbor)
- The most recent cohort of 21 new Partnership Districts were identified for Partnership District discussions based on having Comprehensive Support and Improvement (CSI) schools identified in their districts.





# Partnership Model

## The Partnership Model

### Districts:

- Are the drivers of their turnaround process
- Engage in improvement at district level
- Engage multiple stakeholders or partners
- Determine own measures for improvement



# Goal of Partnership Model

The goal of the partnership model is to improve student academic achievement by identifying schools and districts in need of additional support.

- Use a net of local and state supports and resources to help communities provide each student with the access and opportunity for a quality education
- Academic outcomes are a primary focus
- Whole child outcomes that can impede improved academics—like health, nutrition, behavior, social/emotional—also are addressed



# Benefits of Partnership Model

- Puts a broad spectrum of technical expertise and resources in the hands of the struggling school district
- Allows local districts to use community and state-level support systems to drive improvement and self-accountability.
- Provides the districts with a fair amount of time to implement its plan and realize positive outcomes



## Partnership Model aligns with the three MDE Priorities

- Literacy
- Whole Child
- P-8



# Partnership District: 21(h) Fund Application

**As identified in MCL 388.1621h, below are guidelines for developing 21(h) fund request(s)**

*Determination of funding is driven by the applicant's ability to demonstrate:*

A rationale that shows a clear and direct connection to the Partnership Agreement Goals

A clear and direct connection to at least one of the three MDE priorities (literacy, whole child, and P-8)

A clear and direct connection to the proposed activity category or categories as listed below:

- Professional development for teachers
- Professional development for district and/or school leadership
- Increased instructional time
- Teacher mentors
- An innovative initiative that directly has a positive impact on student academic growth and proficiency

Clarity on effectiveness metrics for proposed activities

Effectiveness data for previously funded activities



# Review of Goal Attainment

Currently implementing a 18-month Review of Goal Attainment (RGA) process for the original eight districts

- Collaborative review of partnership agreement goals
- Collect, review, and discuss evidence
- Structured conference
- Culminate into an agreed upon school determination that includes a status of one of the following:
  - On-Track
  - Off-track with Progress
  - Off-Track with Limited Progress

RGA process will be implemented in late 2019 - early 2020 for 2<sup>nd</sup> round districts



# Review of Goal Attainment

## Process

- Evidence Submission and Benchmark Assessment
  - District Self-Assessment
  - Partner Assessment
  - MDE Assessment
- Structured Conference
- Status and Pathway Determination



# Review of Goal Attainment

All attendees will:

- be familiar with the Partnership Agreement Review of Goal Attainment process
- be familiar with each benchmark
- know the status of each benchmark in terms of met or not-met
- be familiar with the evidence utilized to determine the status of each benchmark, and
- know the final determination of the district/school





# Review of Goal Attainment

- Why are we here today?
- Who is here?
  - Partnership Districts
  - Partners of Partnership Districts
  - Michigan Association of School Boards
  - Michigan Department of Education
  - MDE Office of Partnership Districts
- What do we need to accomplish?
- How are we going to reach our goals?
- In what way or method will we use today?



# Structured Conference

The purpose of the Structured Conference is for all stakeholders to engage in a collaborative decision-making process culminating in an agreed upon school performance status.



# Structured Conference Agenda

1. RGA Protocol Overview
2. District Presentation
3. Lunch
4. Collaborative Conversation
5. Review Summary



# Review of Goal Attainment

## Collaborative Conversation

- provide all partners the opportunity to seek clarification, ask further probing questions, and to express their position on benchmark attainment.
- use the benchmark determinations already completed in the evidence submission phase of the RGA process.



# Review of Goal Attainment

## Review Summary

- apply the business rules for status and pathway determinations
  - On-Track
  - Off-Track with Progress
  - Off-Track with Limited Progress
- engage in discussion to agree upon next steps



# Business Rule Metrics

SCHOOL PERFORMANCE LEVEL BUSINESS RULE METRICS		
<b>On-Track</b>		
	<b>A school that is On-Track has:</b>	<b>Metric Values</b>
<b>Method 1</b>	<ul style="list-style-type: none"> <li>Met all goals</li> </ul>	Met 100% of all process, outcome, and state level assessment goals
<b>Method 2</b>	<ul style="list-style-type: none"> <li>Met most or all process goals, and</li> <li>Met most outcome goals utilizing local data</li> </ul>	Met at least two-thirds (66.67%) of process goals and at least two-thirds (66.67%) of outcome goals utilizing local data
<b>Method 3</b>	<ul style="list-style-type: none"> <li>Met most or all process goals, and</li> <li>Met some academic outcome goals utilizing local data (if present), and</li> <li>Met at least one state level assessment data outcome goal</li> </ul>	Met at least two-thirds (66.67%) of process goals, at least one-third (33.33%) of outcome goals utilizing local data, and at least one (1) state assessment outcome goal
<b>Off Track with Progress</b>		
	<b>A school that is Off-Track with Progress has:</b>	
<b>Method 1</b>	<ul style="list-style-type: none"> <li>Met some process goals, and</li> <li>Met some outcome goals utilizing local data</li> </ul>	Met at least one-third (33.33%) of process goals and at least one-third (33.33%) of outcome goals utilizing local data
<b>Method 2</b>	<ul style="list-style-type: none"> <li>Met some process goals, and</li> <li>Met at least one outcome goal utilizing local data, and</li> <li>Met at least one state level assessment data outcome goal</li> </ul>	Met at least one-third (33.33%) of process goals, at least one (1) outcome goal, and at least one (1) state assessment outcome goal
<b>Off Track with Limited Progress</b>		
	<b>A school that is Off-Track with Limited Progress has:</b>	
	<ul style="list-style-type: none"> <li>Met a few or none of its process goals, or</li> <li>Met a few or none of its outcome goals utilizing local data, or</li> <li>Met none of its state level assessment data outcome goal</li> </ul>	Met less than one-third (33.33%) of process goals, none of its outcome goals utilizing local data, or none of its state level assessment data outcome goals



# Partnership Agreement Next Steps

- Revise and improve the 18-month RGA process
- Conduct 24 month reviews for select districts
- Implement a review process at 36 months



# Next Level of Accountability

- Examples:
  - Closure
  - Reconstitution
  - ISD Intervention
  - Increased Supports from the MDE