

Multicultural Academy
Essential
Partnership Agreement 2022-2025 for
Round Four Partnership Districts

This partnership agreement is entered on April 17, 2023 among the signatory partner entities, including Multicultural Academy (PSA) Bay Mills Community College Authorizer, Washtenaw Intermediate School District (ISD), and the Michigan Department of Education (MDE). According to [Section 388.1622p of the Michigan Compiled Laws](#), assignment of a district to a 3-year partnership is made by the state superintendent of public instruction. See **Appendix A** Levels of Support and District Requirements.

The above-named signatory partner entities agree that upon the commencement date of this partnership agreement, they shall collaboratively work to achieve the mutually agreed upon goals, including interim target benchmarks and aligned end target outcomes for the local education agency (LEA), both traditional public-school districts and public-school academies (PSA) and schools named in this document. The purpose of the agreement is to improve student achievement at Multicultural Academy.

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

I. COMPONENTS OF THIS AGREEMENT

The signatory partner entities will collectively assess the needs defined below in **Section I.A.1-5 and** develop a plan of support and interventions. Through increased collaboration and positive relationships, the signatory partners will implement Multicultural Academy's agreement with fidelity, resulting in improved academic achievement for all students. Within 90 days of assignment as a partnership district, signatory partner entities agree to collaboratively complete a partnership agreement that:

- A. Utilizes the Michigan Integrated Continuous Improvement Process (MICIP) to "complete a comprehensive needs assessment in collaboration with an intermediate district, community members, education organizations, and postsecondary institutions, as applicable". [Section 388.1621h of the Michigan Compiled Laws](#)

The goals within the partnership agreement are generated from three state and two federal requirements. The process to generate goals is completed via the Areas of Inquiry as defined within the MICIP process and terminology. The five required Areas of Inquiry are:

State Requirements

1. The district's implementation and utilization of a multi-tiered system of supports (MTSS) to ensure it is used to appropriately inform instruction [MCL Section 388.1621h]
2. The district and school(s) building leadership and educator capacity to substantially improve student outcomes [MCL Section 388.1621h]
3. The district's classroom, instructional, operational practices, and curriculum to ensure alignment with research-based instructional practices and state curriculum standards [MCL Section 388.1621h]

Federal Requirements

4. All components in the Michigan School Index for all schools identified for Comprehensive Supports and Improvement [Every Student Succeeds Act Sec. 1111.c.4.D]
5. Resource inequities, which include a review of district and school level budgeting via the Resource Allocation Review process [Every Student Succeeds Act Sec. 1111.c.4.D]

The MICIP platform will be used annually for partnership districts to outline strategies and activities for each goal, including funding and communication. The identified strategies for the goals should address whole child needs. A Partnership Agreement Report will be generated via MICIP and is a required attachment to this agreement.

- B. Includes an academic and financial operating or intervention plan, as part of the partnership agreement, that has been approved by the state superintendent or his/her designee addressing the needs identified in the comprehensive needs' assessment [MCL Section 388.1621h]. Additionally, the academic and financial operating or intervention plan must:
 1. Identify how the district's MTSS is used to inform instruction appropriately
 2. Identify how the district's talent/staff management system, including specific details regarding district and school building leadership and educator capacity, will substantially improve student outcomes
 3. Identify how the district's instructional, curriculum, and operational practices align with research-based instructional practices and state standards unless required to complete a resource allocation review; the Partnership Agreement Report produced by MICIP will serve as the academic and financial operating or intervention plan.
- C. Includes aligned measurable 18-month interim target benchmarks and 36-month end target outcomes that will be achieved for each school operated by the district that is included in the partnership agreement and subject to approval by the director of the OPD. [MCL Sections 388.1621h and 388.1622p]

D. Includes two to five accountability measures:

1. For a traditional district assigned as a partnership district, accountability measures under this subdivision must include the reconstitution of the school. [MCL Section 388.1622p]
2. For a PSA assigned as a partnership district, accountability measures under this subdivision may include the reconstitution of the school. [MCL Section 388.1622p]

One or more accountability measures must be imposed no later than the following school year if the district does not achieve the measurable academic outcomes for each school operated by the district that is subject to the partnership agreement.

E. Includes specific actions that will be taken by the district and each of its signatory partner entities to improve student achievement as measured by the Michigan School Index. [MCL Section 388.1621h]

II. PROCESS FOR COMPLETING THE PARTNERSHIP AGREEMENT

A. Assessing Needs: Engaging in a process that assesses the district's needs reveals a picture of its achievements and challenges and identifies the factors critical to its success. This includes looking at several data sources, including academic, non-academic, and district/building systems, as well as a variety of data types: achievement, demographic, perception, and process, to identify the gap between the current and desired state.

1. The district will assess needs via an iterative process on a regular basis throughout the continuous improvement cycle. The district will first look at district-wide data in the areas of inquiry and then look at the same school level data for the school(s) identified for CSI.
2. The district and school will then engage in root cause analysis around the areas of inquiry to discern the primary contributing factor(s), identify challenges or opportunities for growth, and identify assets that can be leveraged to address those opportunities.

B. Plan, Implement, and Monitor: Goals provide a sense of direction, motivation, and clear focus for improvement and are a result of the needs assessment defined in **Section II.A**. The partnership district will define a minimum of three goal areas with specific, measurable, attainable, relevant, and time-bound (SMART) benchmarks and outcomes. Goal areas will include a minimum of one aligned pair of 18-month interim target benchmarks and accompanying 36-month end target outcomes as detailed in the table found in **Section XVII**. See **Appendix C** Example Benchmarks and Outcomes Table.

1. The district and school will outline goals, strategies, and activities that, when implemented with fidelity, will help the district reach its goals, meet whole child needs, and achieve success.

2. The district will identify and include 18-month interim target benchmarks and 36-month end target outcomes aligned to the previously identified goals. This will be completed in the table found in **Section XVII**. Requirements for benchmarks and outcomes must include the following:

- state assessments for at least one 18-month interim target benchmark and aligned 36-month end target outcome measuring proficiency or growth [MCL 388.1622p]
- local student data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
- process data for at least one 18-month interim target benchmark and aligned 36-month end target outcome
- a minimum three (3) percentage point increase in proficiency on state assessments; the desired increase shall be based upon the current value and an increase that would likely result in a Michigan School Index score above the bottom 5%
- at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses literacy
- at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses mathematics

While goals, 18-month interim target benchmarks, and 36-month end target outcomes do not change, a partnership district will monitor and may need to adjust strategies, activities, funding, and communication to attain the final goal.

III. REVIEW OF BENCHMARKS, OUTCOMES, AND IDENTIFICATION

Evaluating the attainment of interim benchmark target and end outcome target measures occurs twice during the life of the partnership agreement. Each evaluation follows established business rules and includes reviewing the partnership district's capacity, fidelity, the extent of reaching the targeted population or stage of implementation (scale/reach), and the impact of identified goals.

- A. Interim Target Benchmark Review (BR): attainment of interim target benchmarks is reviewed at the 18-month mark of the partnership agreement to determine whether schools and districts are On-Track, Off-Track with Progress, or Off-Track in meeting the goals of its partnership agreement.
- B. Summary Report and Academic Outcome Evaluation: attainment of end target outcomes are reviewed at the 36-month mark of the partnership agreement and termed PA Summary Report or a 36-month Academic Outcome Evaluation (AOE). An AOE is specific to state legislation, and federal identification levels for support to determine the application of accountability measures defined in **Section XV** of the agreement should a school within the partnership agreement be re-identified for CSI.

IV. TERMS AND CONDITIONS

Multicultural Academy retains control of the school(s) named in this agreement. The Michigan Department of Education and the partners named in this agreement will provide mutually agreed upon support to meet the benchmarks and outcomes.

V. SIGNATORY PARTNERS

The Multicultural Academy board of education president, Multicultural Academy superintendent, the Director of Charter Schools Authorizers office at Bay Mills Community College; the Washtenaw Intermediate School District superintendent; and the Director of the Office of Partnership Districts are the signatory partners and serve as the primary decision-makers for this agreement.

VI. REQUIREMENTS OF PARTNERSHIP DISTRICTS

- A. Participate in Michigan Data Hub.
- B. Provide permission for the appropriate benchmark assessment vendor (i.e., NWEA, Curriculum Associates, Renaissance Learning, or Data Recognition Corporation) to transfer student-level benchmark assessment data from the fall and spring of each year to the Michigan Data Hub for Education Policy Innovation Collaborative (EPIC) Michigan State University (MSU)'s research of the partnership district model. Family Educational Rights and Privacy Act (FERPA) shall be followed as required by law.
- C. Complete surveys as requested by OPD, including EPIC's annual survey of partnership school teachers and principals, with a minimum participation rate of 50% and a minimum participation rate of 30% for teachers and principals in non-partnership schools.
- D. Participate in EPIC's qualitative data collection efforts if asked to do so by the EPIC research team.
- E. Consider local school board training, potentially by the Michigan Association of School Boards (MASB) or a similar organization.

VII. PERIOD OF AGREEMENT

The partnership agreement shall commence on November 29, 2022 and expire on November 28, 2025. The partnership agreement is completed after the Academic Outcome Evaluation (AOE), or Partnership Agreement Summary Report has been completed. See **Appendix B** Partnership Agreement Timeline and **Appendix D** for Public School Academies.

VIII. PARTNERSHIP DISTRICT ASSIGNMENT

The district is released from its partnership district assignment only when it has no schools identified for CSI, excluding alternative education schools.

IX. AMENDMENTS

This partnership agreement shall not be modified, altered, or amended except by a written agreement duly executed by all signatory parties to this agreement in accordance with the terms hereof.

X. SUCCESSORS and ASSIGNS

The covenants, conditions, and agreements in this partnership agreement shall be binding upon and inure to the benefit of each party, their respective legal representatives, successors, and assignees.

XI. NO INDEMNIFICATION

There shall be no indemnification of any party by any other in regard to liabilities arising out of the functions covered by this agreement. All parties shall be responsible for their liabilities and defense as determined by law.

XII. 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 facsimile transmission, courier delivery service or by mail, or electronic delivery with receipt notification, 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:

If to the District:

Multicultural Academy
5550 Platt Rd.
Ann Arbor, MI 48108
Attn: Mohana Mukherjee Das,
Superintendent
Dr. Khalil Samaha, PhD,
President,
Board of Education

If to the Intermediate School District:

Washtenaw Intermediate School
District
1819 South Wagner Rd.
PO Box 1406
Ann Arbor, MI 48106-1406
Attn: Naomi Norman, ISD
Superintendent

If to Michigan Department of Education:

Michigan Department of Education
608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909
Attn: Dr. William Pearson, Director of
OPD

If to the Authorizer (if applicable):

Bay Mills Community College Charter School
Office
12214 W. Lakeshore Dr.
Brimley, MI 49715 Attn:
Mariah Wanic, Director of
Charter School

XIII. ADDITIONAL PARTNERS

None

XIV. SCHOOLS IDENTIFIED FOR SUPPORT BY THIS AGREEMENT

A. Schools identified for CSI listed below must identify aligned 18-month interim target benchmarks and 36-month end target outcomes in **Section XVII** Goals, Interim Target Benchmarks, and End Target Outcomes.

1. Multicultural Academy

XV. SCHOOL ACCOUNTABILITY MEASURES [MCL Section 388.1622p]

For each school listed in **Section XIV.A** that is re-identified for CSI and achieves one-third (33.33%) or less of local and state assessment academic 36-month end target outcomes as defines in **Section XVII**, Multicultural Academy, Washtenaw Intermediate School District, Bay Mills Community College and MDE will impose one of the mutually agreed upon measures:

- A. The district shall make significant changes to the instructional and noninstructional programming of the school based on the needs identified through a comprehensive review of data.
- B. The district shall review the instructional and non-instructional staff organizational flow chart and reassign based on the needs identified through a comprehensive review of data

If applicable, at the end of this agreement, school accountability measures are to be imposed no later than the 2026-2027 school year. The implementation of the selected accountability measure(s) will be incorporated in the subsequent partnership agreement via benchmarks and outcomes, or assurances.

XVI. ASSURANCE OF ACTIONS

A. Multicultural Academy BOARD OF EDUCATION ACTIONS TO BE TAKEN:

1. Align all School Board meeting agendas to major responsibilities of the School Board and related to the partnership agreement.

2. Abide by the School Board-approved norms and protocols during all meetings (open or closed) and during all interactions outside of these meetings.
3. Ensure that all protocols adopted by the School Board (i.e. Communication, handling complaints, etc....) are aligned to an approved School Board policy.
4. Ensure that the school/district community is meaningfully engaged in the implementation of the partnership agreement.
5. Consider local school board training.

B. Multicultural Academy SUPERINTENDENT ACTIONS TO BE TAKEN:

1. Provide monthly updates to the Multicultural Academy Board of Directors regarding the status of the PSA as it relates to the implementation of the Agreement and the achievement of the goals defined herein.
2. Conduct presentations at local school board meetings regarding partnership agreement progress twice a year.
3. Provide monthly updates to Multicultural Academy educational service provider (Universal Management Company, LLC) regarding the status of the PSA as it relates to the implementation of this agreement and the achievement of the goals defined herein.
4. Provide monthly updates to the Multicultural Academy instructional staff regarding the status of the PSA as it relates to the implementation of this Agreement and the achievement of the goals defined herein.
5. Ensure that the school/district community is meaningfully engaged in the implementation of the agreement.
6. Schedule meetings with the partnership agreement liaison and the partners to discuss progress on the partnership agreement implementation.

C. Washtenaw Intermediate School District ACTIONS TO BE TAKEN:

1. Implement Washtenaw Intermediate School District Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement and actively support Multicultural Academy
2. Assign an implementation facilitator who will serve as the primary point of contact for Multicultural Academy and will be meaningfully engaged in the implementation of the partnership agreement and RAG service plan.

D. Bay Mills Community College Charter Schools Office ACTIONS TO BE TAKEN

1. Is meaningfully engaged in the implementation of the Partnership Agreement.
2. Provides support to the Superintendent to ensure the successful implementation of the Partnership Agreement.

3. Provide support through Bay Mills Community College's CSO.
4. Support district use of the Northwest Evaluation Association Assessment. (NWEA)
5. Attend District School Board meetings to monitor updates on the implementation of the Partnership Agreement. E. MDE ACTIONS TO BE TAKEN:
 1. Assign a partnership agreement liaison (PAL) who will serve as the primary point of contact for Multicultural Academy and will be meaningfully engaged in the implementation of the partnership agreement.
 2. Work with the Superintendent and staff to ensure that successful implementation of the partnership agreement.
 3. Garner additional support from key personnel and offices within the MDE, other partners and other state agencies to successfully reach the partnership agreement goals.
 4. The Partnership Agreement Liaison shall assist the district in identifying barriers to the Partnership Agreement and work to minimize those barriers.
 5. Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.
 6. Assign a team of individuals from other MDE offices with expertise in comprehensive school and district improvement to ensure that resources are being used as efficiently and effectively as possible to improve student academic achievement and to ensure district financial stability. [MCL Section 388.1621h]
 7. The Partnership Agreement Liaison shall work collaboratively with the superintendent on updates on the implementation of the Partnership Agreement for the district school board and will attend school board meetings as the Partnership Agreement Liaison and OPD Director's schedule allows.
 8. Provide opportunities for support and resources to the district to help implement the Partnership Agreement, subject to availability of funds.

XVII. GOALS, INTERIM TARGET BENCHMARKS, AND END TARGET OUTCOMES

The partnership district will define goal areas resulting from the district's areas of inquiry. Each goal area will include a minimum of one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes.

- A. District must have at least three and at most nine goal areas.
- B. One or more goal areas must include at least one aligned pair of 18-month interim target benchmarks and 36-month end target outcomes that measure proficiency or growth that puts students on track to be proficient. [MCL Section 388.1622p]
- C. Must include at least one 18-month interim target benchmark and aligned 36-month end target outcome based on:
 - 1. state assessment results,
 - 2. process data, and
 - 3. local student data
- D. Must include at least one 18-month interim target benchmark and aligned 36-month end target outcome to address literacy, and one 18-month interim target benchmark and aligned 36-month end target outcome to address mathematics.
- E. Districts are required to indicate goal alignment with Michigan's Top Ten Strategic Education Plan (SEP) if applicable.

Michigan's Top Ten Strategic Education Plan Goals:

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

Multicultural Academy Partnership Agreement

Benchmarks and Outcomes Table

#	Goal Area	Building Name	Building Code	Type	SEP Goal #	Data Source & Evidence	36-month End Target Outcomes	18-month Interim Target Benchmarks
By June 2025, 50% of full academic year (FAY) students in grades K-8 will meet or exceed their growth target.								
1	Achievement - Reading	Multicultural Academy	09446	Local	2, 5	NWEA	During the 2024-2025 school year, at least 50% of students in grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment.	During the 2023-2024 school year, at least 25% of students in grades K-8 will meet their growth target on the Spring Reading NWEA MAP Growth Assessment.
1	Achievement - Reading	Multicultural Academy	09446	Process	2, 5	Observations & Logs	By June 2025, 75% of K-8 teachers will implement literacy strategies.	By May 2024, 75% of K-8 teachers will receive training in early literacy.
1	Achievement Reading	Multicultural Academy	09446	State	2,5	M-Step	During the 2024-2025 school year, increase the number of FAY students in grades 3-7 who are proficient on the reading state assessment by 3 percentage points from the 2021-2022 data. (M-STEP)	During the 2023-2024 school year, increase the number of FAY students in grades 3-7 who are proficient on the reading state assessment by 1 percentage point from the baseline data in the 2021-2022 school year. (M-STEP)
1	Achievement Reading	Multicultural Academy	09446	Process	2,5	Observations & Logs	By June 2025, 75% of K-5 teachers will demonstrate implementation of training.	By May of 2024, 75% of K-5 teachers will receive training on best practices and instruction in Reading.
1	Achievement Reading	Multicultural Academy	09446	State	2,5	PSAT 8/9	During the 2024-2025 school year, increase the number of FAY students in grade 8 who are proficient on the reading state assessment by 3 percentage points from the 2022-2021 date. (PSAT 8/9)	During the 2023-2024 school year, increase the number of FAY students in grade 8 who are proficient on the reading state assessment by 1 percentage point from the baseline data in the 2021-2022 school year. (PSAT 8/9)
1	Achievement Reading	Multicultural Academy	09446	Process	2,5	Logs	By June 2025, administration will develop at least two partnerships with a local university or community organizations to help provide supplemental reading support at the secondary level.	By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental reading support at the secondary level.

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By June 2025, the percent of FAY students in grades 3-8 proficient in mathematics will increase by 3%.

2	Achievement - Math	Multicultural Academy	09446	State	5	M-Step	During the 2024-2025 school year, increase the number of FAY students in grades 3-7 who are proficient on the mathematics state assessment by 3 percentage points from the 2021-2022 data. (M-STEP)	During the 2023-2024 school year, increase the number of FAY students in grades 3-7 who are proficient on the mathematics state assessment by 1 percentage point from the baseline data in the 2021-2022 school year. (M-STEP)
2	Achievement - Math	Multicultural Academy	09446	Process	5	Observations & Logs	By June 2025, 75% of K-5 teachers will demonstrate implementation of training.	By May of 2024, 75% of K-5 teachers will receive training on best practices and instruction in Mathematics.
2	Achievement - Math	Multicultural Academy	09446	State	5	PSAT 8/9	During the 2024-2025 school year, increase the number of FAY students in grade 8 who are proficient on the mathematics state assessment by 3 percentage points from the 2021-2022 data. (PSAT 8/9)	During the 2023-2024 school year, increase the number of FAY students in grade 8 who are proficient on the mathematics state assessment by 1 percentage point from the baseline data in the 2021-2022 school year. (PSAT 8/9)
2	Achievement - Math	Multicultural Academy	09446	Process	5	Logs	By June 2025, administration will develop at least two partnerships with a local university or community organizations to help provide supplemental math support at the secondary level.	By May of 2024, administration will develop a partnership with a local university or community organization to help provide supplemental math support at the secondary level.
1	Achievement Math	Multicultural Academy	09446	Local	2,5	NWEA	During the 2024-2025 school year, at least 50% of students in grades K-8 will meet their growth target on the Spring Math NWEA MAP Growth Assessment.	During the 2023-2024 school year at least 25% of students in grades K-8 will meet their growth target on the Spring Math NWEA MAP Growth Assessment.


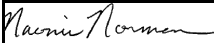
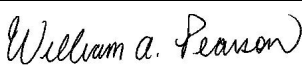
By June 2025, the percent of chronic absenteeism at the Multicultural Academy will reduce by at least 3% from the baseline 2021-2022 data of 21.6%.

3	Student Attendance	Multicultural Academy	09446	Local	3, 5	PowerSchool	During the 2023-2024 school year, decrease the percentage of chronic absenteeism from the baseline 2021-2022 data of 21.6% to 20.6%.	During the 2024-2025 school year, decrease the percentage of chronic absenteeism from the baseline 2021-2022 data of 21.6% to at most 18.6%.
3	Student Attendance	Multicultural Academy	09446	Process	3, 5	PowerSchool	By June 2025, administration and staff will implement the process to address chronic absenteeism.	During the 2023-2024 school year, administration and staff will develop a process to address chronic absenteeism.

Multicultural Academy Partnership Agreement

The persons who have executed this agreement represent that they are duly authorized to execute this agreement on behalf of the party for whom they are signing.

Signatory Partner Entities-Required

District Superintendent		District Board President	
Signature Mohana Mukherjee Das <small>Mohana Mukherjee Das (Apr 12, 2023 13:42 EDT)</small>		Signature <small>Khalil Samaha, PhD (Apr 14, 2023 16:06 EDT</small>  <small>)</small>	
Printed Name Mohana Mukherjee		Printed Name Dr. Khalil Samaha	
Date Apr 12, 2023		Date Apr 14, 2023	
ISD Superintendent		PSA Authorizer (if applicable)	
Signature  Naomi Norman		Signature <small>Mariah Wanic (Apr 12, 2023 13:44 EDT) C</small>	
Printed Name Naomi Norman		Printed Name Mariah Wanic	
Date Apr 14, 2023		Date Apr 12, 2023	
Michigan Department of Education			
Signature  William A. Pearson			
Printed Name Dr. William Pearson			
Date 5/10/2023			

Appendix A Levels of Support and District Requirements
(From OPD’s Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party
Liaison schedules on-site meetings with district leadership to review partnership agreement progress	Every other month (minimum)	Monthly (minimum)	Twice a month	OPD
Liaison schedules on-site meetings with district leadership and ISD representatives to review partnership agreement progress	Quarterly	Every other month	Monthly (Includes OPD director/ asst. director)	OPD
OPD director or assistant director conducts school visits	Twice a Year	Quarterly	Monthly	OPD
OPD director or assistant director participates in writing the partnership agreement	Not Applicable	Not Applicable	Applicable	OPD
District superintendent conducts presentation(s) at local school board meetings regarding partnership agreement progress	Not Applicable	Annually	Semi-Annually	District
Required to consider local school board training, potentially by MASB or a similar organization	Not Applicable	Not Applicable	Applicable	District

Appendix A Levels of Support and District Requirements

(From OPD’s Comprehensive Guide)

Expectation	Fundamental	Essential	Intensive	Responsible Party
Districts must disaggregate data at the school level to determine areas of need.	√	√	√	District
Districts must participate in MI Data Hub.	√	√	√	District
Districts are required to complete surveys as requested by OPD, including EPIC’s annual survey.	√	√	√	District
Districts must develop 18- month interim target benchmarks and aligned 36-month end target outcomes.	√	√	√	District
Districts must include accountability measures in the partnership agreement; traditional districts must include “reconstitution”; PSAs may include “reconstitution.”	√	√	√	District
Districts must include specific actions to be taken by all partners in the partnership agreement.	√	√	√	District
Districts are encouraged to have at least one community partner based on the needs assessment in the partnership agreement.	√	√	√	District
Districts/Liaisons are to ensure a representative from MDE, OPD, and the ISD attends partnership agreement meetings.	√	√	√	District OPD
Signatory partners collaboratively complete the needs assessment utilizing MICIP and assists the district in developing the partnership agreement.	√	√	√	Partners
Liaison facilitates Benchmark Review (BR) and AOE preparation.	√	√	√	OPD
Liaison facilitates 21(h) requests to ensure alignment with the partnership agreement.	√	√	√	OPD

Appendix B Partnership Agreement Development Timeline

(From OPD's Comprehensive Guide)

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

*If applicable

Appendix D Public School Academies

This Appendix applies if the school named in the Partnership Agreement is a public school academy as defined in MCL 380.5(7).

A. Period of Agreement. Termination of the charter contract between the public school academy and the authorizer (“Contract”) shall not affect the Agreement term. If the Authorizer terminates or does not reauthorize the Contract, the Authorizer’s obligations under this Agreement automatically terminate on the same day as the Contract terminates. If a different authorizing body issues a new charter contract to the Academy, the Academy must ensure before executing that charter contract that the new authorizing body has signed the Agreement and assumes the authorizer’s rights and obligations under the Agreement for the remainder of its term.

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

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Final Audit Report

2023-04-14


Created:2023-04-12


By: Brenda Hegwood (bhewood@washtenawisd.org)


Status: Signed


Transaction ID:CBJCHBCAABAACHCquniiwRb7uKFKIMRvI3uwmkPAKEw5


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 Document created by Brenda Hegwood (bhewood@washtenawisd.org)
2023-04-12 - 5:36:24 PM GMT


 Document emailed to mmukherjee@academyk8.com for signature
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 Email viewed by mmukherjee@academyk8.com
2023-04-12 - 5:42:12 PM GMT


 Signer mmukherjee@academyk8.com entered name at signing as Mohana Mukherjee Das
2023-04-12 - 5:42:57 PM GMT


 Document e-signed by Mohana Mukherjee Das (mmukherjee@academyk8.com)
Signature Date: 2023-04-12 - 5:42:59 PM GMT - Time Source: server

 Document emailed to Mariah Wanic (mwanic@bmcc.edu) for signature
2023-04-12 - 5:43:01 PM GMT


 Email viewed by Mariah Wanic (mwanic@bmcc.edu)
2023-04-12 - 5:43:27 PM GMT


 Document e-signed by Mariah Wanic (mwanic@bmcc.edu)
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