

River Rouge School District
Essential Level of Support
Comprehensive Support and Improvement (CSI)
Partnership Agreement 2022-2025
for Round Four Partnership Districts

This partnership agreement is entered on April 17, 2023 among the signatory partner entities, including the River Rouge School District, the Wayne Regional Educational Service Agency, 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 the River Rouge School District.

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 the River Rouge School District'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]
 - at least one 18-month interim target benchmark and aligned 36-month end target outcome that addresses mathematics
 - 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**

The River Rouge School District 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 River Rouge School District Board of Education President, The River Rouge School District Superintendent, the Wayne Regional Educational Service Agency 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.

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:

The River Rouge School District
1460 W. Coolidge Hwy.
River Rouge, Michigan 48218
Attn: Dr. Derrick R. Coleman,
Superintendent and Mrs. Velveta Reese,
President, Board of Education

**If to the Intermediate School
District:**

Wayne Regional Educational Service
Agency
33500 Van Born Rd
Wayne, MI 48185
Attn: Dr. Daveda Colbert, 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

XIII. ADDITIONAL PARTNERS

The following entities have been identified and have agreed to serve as additional partners in pursuit of achieving the purposes of this agreement:

A. N/A

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. River Rouge High School

B. Schools identified for Additional Targeted Support (ATS), or Targeted Support and Improvement (TSI) listed below are included in the supports provided by the OPD. These schools are not subject to benchmarks, outcomes, or accountability measures defined in this agreement. OPD supports include guidance in completing ESSA required plans via MICIP.

1. Sabbath Middle School CSI
2. River Rouge Virtual Academy CSI

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 defined in Section XVII, River Rouge, WAYNE RESA and MDE will impose one of the mutually agreed upon measures.

- A. Reconstitute as defined in [MCL Section 388.1622p] for districts and [MCL Section 380.507](#), [MCL Section 380.528](#), and [MCL Section 380.561](#) for public school academies, or
- B. Develop a 3-5 year strategic plan to align with the needs of the student, staff, and community.
- C. Consider replacing the building principal.

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. THE RIVER ROUGE SCHOOL DISTRICT OF EDUCATION ACTIONS TO BE TAKEN:

1. Support and provide operational flexibility to the superintendent.
2. Ensure that the school/district community is meaningfully engaged in the implementation of the partnership agreement.
3. Review progress and request updates regarding the status of the district's implementation of this partnership agreement.
4. Approve resources, personnel, and programs needed to ensure the success of the River Rouge High School.

B. THE RIVER ROUGE SCHOOL DISTRICT SUPERINTENDENT ACTIONS TO BE TAKEN:

1. Provide updates as defined by the OPD level of support to the board of education regarding the status of the district's implementation of this partnership agreement.
2. Ensure that the school/district community is meaningfully engaged in the implementation of this agreement.
3. Schedule meetings with the partnership agreement liaison and partners to discuss progress on the partnership agreement implementation.
4. Conduct diagnostic audits on systems and instructional practices at the River Rouge High School.
5. Support school leader in decision making and problem solving.
6. Give school leader operational flexibility.

C. WAYNE REGIONAL EDUCATIONAL SERVICE AGENCY ACTIONS TO BE TAKEN:

1. Implement Wayne RESA Regional Assistance Grant (RAG) service plan in conjunction with the partnership agreement and actively support The River Rouge School District.
2. Assign an Education Improvement Consultant (EIC) to serve as the lead Implementation Facilitator, through a team-based approach, to facilitate problem solving, guide district and school improvement efforts, coordinate services from Wayne RESA, attend regularly scheduled meetings and/or monitoring visits.

3. Align Wayne RESA services (i.e., professional learning) and personnel with school improvement initiatives, working with the district to integrate support and address identified needs.
4. Collaborate with The River Rouge School District to identify professional learning opportunities and technical assistance for educators and leaders to establish a shared understanding of accountability designation(s) and the identified need.
5. Establish a communication plan, including quarterly updates, to be implemented between Wayne RESA and The River Rouge School District to celebrate successes, inform them of services rendered, monitor progress, reduce barriers that may impede efforts of improvement, and build the collective commitment between the organization's stakeholders.

D. MDE ACTIONS TO BE TAKEN:

1. Assign a partnership agreement liaison (PAL) who will serve as the primary point of contact for the River Rouge School District and will be meaningfully engaged in the implementation of the partnership agreement.
2. 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]

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

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
1	Literacy Achievement	RRHS	82120	State	#4 #5	PSAT/SAT Report	During the 2024-25 school year, proficiency in ELA will increase at least 3% from the 2021-22.	During the 2023-24 school year, proficiency in ELA will increase at least 0.5% from the 2021-22.
2	Math Achievement	RRHS	82120	State	#4 #5	PSAT/SAT Report	During the 2024-25 school year, proficiency in Math will increase at least 3% from the 2021-22.	During the 2023-24 school year, proficiency in Math will increase at least 0.5% from the 2021-22.
3	Literacy Achievement	RRHS	82120	Local	#4 #5	NWEA Report	During the 2024-25 school year, at least 50.3% of full academic year, students will meet their individual growth target on NWEA Reading MAP growth.	During the 2023-24 school year, at least 47.3% of full academic year, students will meet their individual growth target on NWEA Reading MAP growth.
4	Math Achievement	RRHS	82120	Local	#4 #5	NWEA Report	During the 2024-25 school year, at least 55.6% of full academic year, students will meet their individual growth target on NWEA Math MAP growth.	During the 2023-24 school year, at least 52.6% of full academic year, students will meet their individual growth target on NWEA Math MAP growth.
5	SEL	RRHS	82120	Process	#3	Walkthrough/ Survey Data	During the 2024-25 school year 60% of the staff will demonstrate strategies to create an engaging community.	During the 2023-24 school year staff will participate in professional development in order to develop strategies for engaging students in the classroom.
6	High Quality Instruction	RRHS	82120	Process	#4	Walkthrough	During the 2024-25 school year, 75% of the staff will implement the school's instructional framework.	During the 2023-24 school year the RRHS leadership team will develop the school's instructional framework.
7	Suspension	RRHS	82120	Local	#3 #5 #6	Mistar Suspension Data	During the 24-25 SY the rate of out of school suspensions will reduce by 10 % from the 2021-22 baseline as measured by data reported in MiStar.	During the 23-24 SY the rate of out of school suspensions will reduce by 5% from the 2021-22 baseline as measured by data reported in MiStar.

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 <i>Dr. Derrick R. Coleman</i>	Signature <i>Valveta B. Reese</i>
Printed Name: Dr. Derrick R. Coleman	Printed Name: Mrs. Valveta Reese
Date <i>4-12-23</i>	Date <i>4-12-2023</i>
ISD Superintendent	
Signature <i>Daveda J. Colbert</i>	
Printed Name: Dr. Daveda Colbert	
Date 4/14/2023	
Michigan Department of Education	
Signature <i>William a. Pearson</i>	
Printed Name Dr. William Pearson	
Date 5/10/2023	