

PARTNERSHIP DISTRICTS

Presentation to House Education and School Aid Subcommittees

Venessa Keesler, Deputy Superintendent, Michigan Department of
Education

Dedrick Martin, Director of Partnership District Office and School Reform
Officer

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PARTNERSHIP MODEL

- Michigan's approach to turning around low-performing schools
- Each partnership district:
 - Assembles a set of partners including: the school board, the ISD, higher education, foundations, community partners
 - Identifies key areas of strength and areas of focus based on data
 - Identifies a clear plan to address those areas of focus
 - Develops 18 and 36 month benchmarks with quantifiable measurements
 - Identifies next levels of accountability which will be implemented if benchmarks are not met
 - Implements this plan with ongoing interaction with all partners and with the MDE
 - Official "check ins" at intervals; 18 and 36 months as the "high stakes" checkpoints

PARTNERSHIP MODEL: KEY COMPONENTS

- District-level plan and intervention; change/improvement at schools must be grounded in district-level change and supports.
- Plans include a “whole child” approach to improvement
- District is in the driver’s seat, with the MDE as a partner
 - Once the plan is signed, MDE holds the district accountable to that plan

INTERSECTION BETWEEN 1280C AND PARTNERSHIP MODEL

- While partnership districts is a *district-level intervention*, the trigger that identifies you as a partnership district is *school-level identification*.
- When a school is identified as a “bottom 5%” school under 1280c and federal laws, the district in which that school is located is offered a partnership agreement.
- The plan is district wide; the benchmarks are specific to the 1280c identified schools.
- Any next levels of accountability will be enacted using the 1280c authority.

OUR PARTNERSHIP DISTRICTS

- May 2017: Nine districts were approached for partnership models
 - Based on the 38 schools on the SRO's list of schools targeted for closure
- October 2017: Seven more districts were added
 - Based on non-exited Priority schools not making gains in ELA and math
- Spring 2018: Approximately 25 will be added.
 - Based on the comprehensive support and improvement designation derived from MDE's Index System for School Identification

By June 30, 2018, we will have all partnership districts identified and will program with these districts for the next three years (the terms of the agreements)

THE SRO AND PARTNERSHIP MODEL

- In July 2017, the School Reform Office was returned to the MDE through executive order.
- There were 12 staff in the school reform office; the majority of these staff work in the Partnership District Office.
- Superintendent Whiston began a search for a new School Reform Officer; Dedrick Martin was hired in the fall and began February 2018.
- MDE serves low performing schools through the partnership model, via the Partnership District Office
 - Dr. Martin serves as both the director of that office AND as the 1280c-required State School Reform Officer

OUR PARTNERSHIP DISTRICTS NOW

- The initial nine districts are at 9 months; we are doing 9 month check ins now.
- While it's early for some data, these districts are in general on track, meeting benchmarks, and showing early improvements.
- The next seven just signed their agreements and are beginning programming now.

WHAT ARE PARTNERSHIP DISTRICTS DOING?

- Curriculum alignment and sometimes purchasing new curriculum.
- Instructional coaching and professional learning models.
- Intense student support networks—how to support the “whole child”.
Example: afterschool programs, trauma-sensitive schools training, restorative practices.
- Focusing on attendance—student and teacher.
- Staffing: attempting to figure out both short and long-term solutions to the challenges of staffing in these districts. Example: working with MDE to use permits and other flexibilities; Pontiac and Eastpointe partnering with higher education to create teacher residency programs/substitute teaching opportunities.

MDE'S BUDGET ASK

- FY 2017: \$6 million was provided for “last-dollar” grants to partnership districts.
 - The initial nine districts have been developing their applications
 - MDE ensuring that they’ve exhausted other sources of funding; that this is funding what is allowed in law; and that it is investing in innovation wherever possible.
 - We have approved six grants and will approve more shortly.
- FY 2018 Executive Recommendation: \$6 million continuing; \$2 million one-time investment.
 - After the final round of partnership district identification, we will have 40+ districts; we need these funds to invest in all of our partnership districts.
 - No additional funds requested for staffing for the Partnership District Office

PARTNERSHIP DISTRICT NEEDS

- All of these districts are struggling financially as well as academically.
- Supports are needed for:
 - Literacy and math coaches
 - Behavioral interventions
 - Staffing supports and incentives (including class size)
 - Before and afterschool programming/summer learning opportunities

QUESTIONS?

Dedrick Martin, Ed.D.

Director, Partnership District Office/State School Reform Officer

martind26@Michigan.gov

Venessa Keesler, Ph.D.

Deputy Superintendent, Division of Educator, Student and School Supports

Michigan Department of Education

keeslerv@Michigan.gov