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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-2020 educational progress for the Ann Arbor Public Schools as a district and for our individual schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Dawn Linden, Assistant Superintendent of Teaching and Learning, and/or Jazz Parks, Assistant Superintendent of School Leadership, or Paul DeAngelis, Executive Director, for help if you need assistance.

The Ann Arbor Public Schools' District AER is available for your review electronically by visiting <https://bit.ly/38oT4Hz>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

Teacher Qualification Data

The teacher qualification portion of the AER 1) identifies the number and percentage of inexperienced teachers, principals, and other school leaders, 2) reports teachers who are teaching with emergency or provisional credentials, and 3) includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data – National Assessment of Educational Progress

The NAEP portion of the AER provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

Civil Rights Data

The Civil Rights portion of the AER provides information on school quality, climate, and safety.

Review the table below listing our schools. For the 2019-2020 school year, schools were identified using definitions and labels as required by the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional

Targeted Support (ATS) school is one that has a student group performing at the same level as the lowest 5% of all school in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given. Our schools have not been given any of these labels.

All Ann Arbor Public Schools offer robust, innovative curriculum within a caring, student-centered environment. The AAPS is a 1:1 district, meaning every student is issued an iPad (PK-1) or Chromebook (2-12) and all students and staff utilize the Schoology learning management system. Schoology is an important hub for accessing lessons, assignments and staying connected PK-12.

In addition, the following district initiatives are available to all students in the AAPS:

- ★ Pre-K through 12 Project Lead The Way STEAM education (science, technology, engineering, arts, mathematics)
- ★ Integrated global studies, expanded K-12 world language and the option to attend the full continuum of International Baccalaureate (IB) PK-12, the only such program in North America
- ★ Wide array of fine arts and performing arts experiences, including Grammy Award-winning programs
- ★ Enhanced interventions to support accelerated learning in mathematics
- ★ Early childhood education including opportunities to attend Young 5's kindergarten
- ★ Expanded magnet and Career Technical Education (CTE) programs
- ★ Responsive Classroom and Developmental Design social emotional programming
- ★ Year-round academic support programs, including extensive free summer learning programs
- ★ Extensive clubs and athletics

School Name	Status Label	Key Initiative(s) to Accelerate Achievement
Elementary Schools		
Abbot Elementary School	<i>none</i>	Responsive Classroom; Lexia Core 5; Building Therapy Dog.
Allen Elementary School	<i>none</i>	Responsive Classroom; Wilson Foundations (K-2); Words Their Way (3-5); Young 5s & Satellite (Tuition Based) Preschool Programs; Lexia Core 5; Dreambox Learning.
Angell Elementary School	<i>none</i>	EmPOWER Writing; Responsive Classroom; Lexia; Dreambox; Zones of Regulation; Student Goal Setting.
Bach Elementary School	<i>none</i>	Balanced Literacy; Student Goal Setting; Effective Student Feedback; Responsive Classroom; Lexia Core 5; Building Literacy Expert.
Bryant Elementary School	<i>none</i>	All classrooms are utilizing Responsive Classroom practices and Lexia Core 5. We are focusing on small group, differentiated literacy instruction.
Burns Park Elementary School	<i>none</i>	Focus on Early and Elementary Literacy Essential Practices; Lexia Core 5; Responsive Classroom and Social Emotional learning; Instructional Rounds for all classroom teachers; Assessment Literacy implemented with fidelity in all Y5's - 5th grade classrooms.

Carpenter Elementary School	<i>none</i>	Spanish is offered as a World Languages; "I Got You" Positive Behavior Initiative; Lexia Core 5; Title I Summer School.
Dicken Elementary School	<i>none</i>	With a focus on respect, responsibility, and safety, the "Leader in Me" initiative is a big part of the positive learning environment evident throughout the school; Lexia Core 5 & Dream Box were added to support Literacy & Math; We also have added Responsive Classroom Training this year for staff to start to implement.
Eberwhite Elementary School	<i>none</i>	Responsive Classroom; Assessment Literacy Practices: Self-assessment, Goal-setting and Effective Feedback; Lexia Core 5; Dreambox; Peer to Peer Classroom Observations.
Haisley Elementary School	<i>none</i>	Student Goal Setting; Responsive Classroom; Lexia Core 5.
King Elementary School	<i>none</i>	Assessment Literacy to increase student ownership for their learning through goal setting, self-evaluation and reflection; Peer to Peer Classroom Observations; Lexia Core 5.
Lakewood Elementary School	<i>none</i>	Responsive Classroom; Young 5s; Project Lead The Way; Zones of Regulation; Lexia Core 5; Focus on proficiency vs. growth.
Lawton Elementary School	<i>none</i>	"Responsive Classroom"; "Leader in Me"; Lexia Core 5; Personalized Learning Plans; Building Literacy Expert; Building Equity Team.
Logan Elementary School	<i>none</i>	Implementation of updated Lucy Calkins Units of Study writing curriculum; Lexia Core 5; Building Literacy Expert; Building-Wide Tier 2 Intervention block.
Mitchell Elementary School	<i>none</i>	Responsive Classroom and inquiry- based teaching and learning; Lexia Core 5; MTSS Intervention Model; Building Literacy Expert.
Pattengill Elementary School	<i>none</i>	Initiatives at Pattengill to increase student learning have included aligning curriculum and instruction through weekly grade level team meetings and streamlined data collections processes. We are focusing on small group, differentiated instruction. In addition, all classrooms are utilizing Responsive Classroom practices.
Pittsfield Elementary School	<i>none</i>	Equity; Student Learning Goals; Lexia Core 5; Building Literacy Expert.
Thurston Elementary School	<i>none</i>	Educational Strategies and Supports; Equity; Satellite (Tuition Based) Preschool Programs; Lexia Core 5; Grade Level Teaming.
Wines Elementary School	<i>none</i>	Lexia Core 5; Building Literacy Expert.
K-8 Schools		
Ann Arbor Open School	<i>none</i>	Promoting a school environment that supports students' social and emotional well-being by implementing a mindfulness curriculum.
Ann Arbor STEAM	<i>none</i>	STEAM education through Project-Based Learning; Responsive Classroom/Development Designs; Lexia Core5 & PowerUP; Building Literacy Expert; Promoting a school environment that supports students' social and emotional well-being (Second Step, Zones of Regulation).
Middle Schools		
Clague Middle School	<i>none</i>	Instructional learning rounds implementation getting ready and, improving collaboration, and systematically reflecting on the connections between their teaching and what students are learning; Restructured student support schedule to maximize the percentage of time that all students are engaged in the content and allowing for more flexibility in placing students in need of support with the teacher also teaching their English Language Arts or Math class; EL

		Instructional Assistant allocated to support and reinforce the English language acquisition and content instruction provided by ESL/ELD teacher. EL (IA) supports eligible ELs with high quality direct and/or indirect services, (translating/interpreting, academic, parent outreach), to ensure all students are receiving an equally excellent instructional experience at CMS; Provide teachers the time and support they need to master new practices; Focus teacher conversations on evidence related to student learning and how the staff will respond when students do not master material; Set high and clear expectations for quality work.
Forsythe Middle School	<i>none</i>	Intervention Specialist; Restorative Practices; Cognitive Behavioral Therapy groups; Support classes in math and reading; Building Leadership/Equity Team; Peer-to-Peer; Girls Group.
Scarlett Middle School	<i>none</i>	Inquiry Based teaching and learning (IB) and Developmental Designs.
Slauson Middle School	<i>none</i>	Assessment Literacy; Building Leadership/ Equity Team; Supporting students with trauma; Developmental Design; Math/ELA Support classes; Peer-to-Peer; Girls Group.
Tappan Middle School	<i>none</i>	Staff/Faculty Equity Team; Student Equity Team; Mindfulness; Supporting students with trauma; Developmental Design; Math/ELA Support classes; Student Engagement; One Child Mentoring; Peer-to-Peer; Bully Prevention; Girls Group.
High Schools		
Community High School	<i>none</i>	Equity; Peer Facilitator; Writing Center Project.
Huron High School	<i>none</i>	IB Focus with both the Middle Years Programme, Diploma Programme, and Career Programme; Equal Opportunity Schools.
Pathways to Success Academic Campus	<i>none</i>	The addition of the following: An Instructional Coach; An Intervention Specialist; Nine professional development sessions during the school year for staff; English Lab; SAT Prep Course.
Pioneer High School	<i>none</i>	Expansion of Visual and Performing Arts curriculum; Equal Opportunity Schools; Student Learning Center; Academic Challenge Saturdays.
Skyline High School	<i>none</i>	Improving student outcomes by increasing staff knowledge and implementation of culturally relevant instruction and strategies for incorporating equity/social justice standards across curriculum and instruction.

The Annual Report provides an important snapshot of our academic progress and overall academic status of our district. Ann Arbor Public Schools continues to achieve at very high levels. We applaud the dedication and passion consistently demonstrated by our students and faculty. We will continue to invest in curriculum enhancement, alignment to rigorous state standards, and robust professional development on effective practices that are proven to eliminate achievement disparities and elevate academic progress.

Despite being very proud of our many district and school-level accomplishments, the Ann Arbor Public Schools continues to monitor the progress for each student and the achievement gaps that continue to persist between groups of students. For example, we continue to pay close attention to providing effective and differentiated support to students with disabilities, to students who speak a language other than English, and to students who cope with the impact of poverty while developing academic proficiency.

As a district we continue to seek out opportunities for innovative 21st Century teaching and learning such as International Baccalaureate and STEAM education. We have taken steps to dramatically expand recent

enhancements such as Project Lead the Way to include all elementary schools. World Languages includes non-traditional languages such as Chinese and Arabic along with the more traditional languages such as Spanish, French, German, and Latin. Accelerated mathematics and support to improve foundational mathematics achievement have been enhanced. We are very proud of our online learning program through A2 Virtual which offers over 300 courses to students in grades 5-12 through a well monitored blended platform to include face to face support from highly qualified academic teachers. We invite interested community members to visit our website for detailed information regarding curriculum and instructional programming.

Every day, we celebrate the hard work and dedication of our exemplary staff. We are extremely appreciative of the many ways our families and the Ann Arbor Community support public education.

Sincerely,

Dr. Jeanice K. Swift

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Superintendent

Dawn Linden

Dawn Linden
Assistant Superintendent of Teaching and Learning