

Livonia Public Schools



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2024-2025 Annual Education Report



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Serving portions of Livonia and
Westland Michigan



LIVONIA PUBLIC SCHOOLS

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February 10, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 educational progress for the Livonia Public Schools School District and our 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 Theresa O'Brien, Chief Academic Officer for help if you need assistance.

The District AER is available for you to review electronically by visiting the following website www.livoniapublicschools.org, 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, which is also available on the district's web site and at their school.

The district's AER has two major sections that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, specialized programs, school improvement efforts, and two years of results on district developed assessment and nationally norm-referenced assessments. It also includes the district's parent involvement policy.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in their format. These reports contain the following information:

Student Assessment Data – Based on 2023-24 State Testing, including the following assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT and SAT, Mi-Access (Alternative Assessment). This report section presents assessment information for English Language Arts and Mathematics for grades 3 to 8 and 11 and MI- Access science for grades 4, 7, and 11 compared to state averages for all students as well as subgroups of students. This report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

Accountability - Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders
- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

The table below lists each of our schools and their key initiatives. For the 2024-25 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. 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% in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given. **None of our schools have been given a label.**

School Name	Status Label	Key Initiative to Accelerate Achievement
Buchanan Elementary	No Label Identified	<p>Based on this data, our school has identified students one to two grade levels behind, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and using Orton- Gillingham, a multisensory phonic technique for remedial reading instruction. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet weekly for PLC sessions, and we conduct schoolwide data dives three times each year for Tier I and Tier II reflection, intervention and improvement.</p>
Cleveland Elementary	No Label Identified	<p>Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in targeted areas.</p> <p>To accelerate student achievement, Cleveland Elementary has put in place a multi-tiered system of support that provides supplemental instruction to our most at-risk students through Title I Literacy support groups throughout the school year. This includes the use of research-based interventions targeting specific students with specific needs. Kindergarten, first and second grade teachers have been trained and has implemented Orton- Gillingham, a multisensory phonic technique for remedial reading instruction. Third and fourth grade teachers are being trained in Morphology which is an extension of Orton- Gillingham. All teachers are using integrated units of study that will incorporate reading, writing, science and social studies. Teachers also engage in the PLC process which included the analysis of common assessments to determine how to best meet the academic needs of all students. Our intent is to take a close examination of our instructional practices and Tier I instruction while continuously using student achievement data to provide the timely interventions and enrichment opportunities to improve the academic achievement of all students.</p>

Coolidge Elementary	No Label Identified	<p>Based on this data, our school has identified students one to two grade levels behind, for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>At Coolidge, there is a multi-tiered system of support, including the use of research-based interventions, targeting specific subgroups of students with specific needs Kindergarten, first and second grade teachers utilize Orton-Gillingham, a multisensory phonics curriculum. Our third and fourth grade teachers are using Orton -Gillingham Morphology. All teachers are using the Livonia Public Schools integrated units of study that incorporates reading, writing, science and social studies content. Intervention is determined by a student's I Ready Diagnostic score, BAS reading level, PAST. As well as Sharon Walpole's Informal Decoding Inventory.</p> <p>Interventions provided include, Basic Alphabet Knowledge (BAK), Using Letter Sounds, Using Letter Patterns, Blends and Digraphs, R-Controlled Vowels, Vowel-Consonant-e, Long-Vowel Teams, and Multisyllabic Decoding. Interventions are also available in this program for Fluency and Comprehension (FAC) and Vocabulary and Comprehension (VAC). Grade level teams meet regularly for PLC sessions, and we conduct schoolwide data dialogues three times each year to reflect on student growth and achievement.</p>
Grant Elementary	No Label Identified	<p>Based on this data, our school has identified students one to two grade levels behind, for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>We are utilizing our learning interventionist, Academic EST, auxiliary staff, and teachers on a daily basis to run a daily 1 hour intervention block to support our bottom 30% of students. We also hold data dives throughout the school year to ensure students are being moved in and moved out when they are making appropriate progress.</p>
Hayes Elementary	No Label Identified	<p>Based on this data, our school has identified our growing economically disadvantaged subgroups of students, for whom additional interventions and supports are needed in order to increase their proficiency and to close the achievement gap in the targeted academic areas.</p> <p>Guided by our mission and priorities, we strive to close achievement gaps within our school and with other schools. We prioritize creating a trusting and safe learning environment that fosters a growth mindset, empowering all students to embrace challenges and learn authentically and purposefully.</p> <p>A strong emphasis on Tier 1 interventions allows us to effectively manage and support students who require Tier 2 and 3 interventions</p>
Hoover Elementary	No Label Identified	<p>Based on this data, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>At Hoover, we have in place a multi-tiered system of support, that includes the use of the research-based interventions. We have a one-hour intervention block in place where students are supported through targeted skill interventions, using research best practices and resources such as: Literacy Footprints and Orton Gillingham. Students are met individually and small groups to address their identified learning needs. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly, this takes place in our Professional Learning Teams and on District Professional Learning Teams. PLTs provide ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>

		Our collaborative efforts positively impact our school's success and student achievement
Kennedy Elementary	No Label Identified	<p>Based on this data, three challenges that our school faces are students with disabilities who struggle in making adequate yearly progress in reading and writing. We also see in our data that our male students struggle with writing and score lower than our female students. Our school has identified underperforming subgroups of students, including students with disabilities and males for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place at Kennedy is a multi-tiered system of support, including the use of research-based interventions. We utilize resources such as Orton Gillingham and Morphology for phonics instruction and Literacy Footprints to enhance our daily literacy instruction in the classroom. In addition, we have implemented a designated intervention time daily to protect our Tier 1 instructional time and allow for targeted interventions to be implemented. Our professional learning teams have on-going collaborative conversations utilizing formative assessment data to support struggling learners.</p>
Niji-Iro Elementary	No Label Identified	<p>The students who tested in the bottom 30% have been identified as a subgroup that is underperforming. We have looked at the areas of Reading and Math and are actively working to address these issues by:</p> <ul style="list-style-type: none"> • English teachers servicing students in need of additional support in the area of math and reading through targeted interventions. • Differentiated instruction in both Reading and Math designed to meet the needs of all students. • Targeted small group instruction based on screeners to determine skills students need support in. • Curriculum review and mapping to the state standards in the area of Math. • Daily interventions with our Dual Language Interventionist.
Randolph Elementary	No Label Identified	<p>Based on this data, key challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. Data trends indicate that of these underperforming subgroups, students with disabilities manifest the largest achievement gaps and hence we are providing additional interventions and supports so as to increase their proficiency and close the achievement gaps in the targeted areas.</p> <p>In place is a multi-tiered system of support implemented and monitored by our building's Student Achievement Team. This intervention system includes the use of the research-based interventions, resources such as Orton Gillingham, Morphology and Literacy Footprints. In addition, ongoing professional development and staff dialogue focusing on instructional strategies to support struggling learners takes place regularly within and across all grade levels.</p> <p>Randolph staff also engages in ongoing analysis of formative and summative assessments to determine the needs of all students, followed by the provision of targeted learning interventions for all subgroups of students in need of these supports.</p> <p>The Randolph staff integrated the PBIS philosophy as well to teach routines and procedures. We have a school-wide behavior matrix that guides our decisions that is a blend of the Leader in Me and PBIS philosophies.</p>
Roosevelt	No Label	Based on this data, our school has identified students one to two grade levels

Elementary	Identified	<p>behind, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>This year, we continue to enhance our support for struggling learners through the implementation of a robust multi-tiered system of support (MTSS). This framework includes the use of I Ready, a Universal Diagnostic Screener, alongside research-based interventions such as I Ready instruction. We prioritize ongoing professional development and regular Professional Learning Community (PLC) discussions, where strategies to support struggling learners are collaboratively explored. These dialogues occur during grade-level collaboration and dedicated professional development and learning sessions.</p> <p>Our process involves continuous data analysis through local data dives and PLC collaboration on formative assessments to identify the needs of all students. Based on these insights, targeted interventions are provided to ensure tailored support for students requiring additional assistance.</p>
Rosedale Elementary	No Label Identified	<p>Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>Rosedale has in place is a multi-tiered system of support, including the use of research-based interventions, such as Orton Gillingham instruction, Morphology instruction, and i-Ready Reading Instruction. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. These initiatives are intended to accelerate the student achievement levels in meeting both the school's and the state's proficiency targets, thereby closing learning gaps including those of the bottom 30% of our performers. Grade level teams meet regularly for PLC sessions and we conduct schoolwide data dives four times a year for Tier I and Tier II reflection and improvement.</p>
Webster Elementary	No Label Identified	<p>Based on this data, our school has identified that students with excessive absenteeism are consistently outperformed by their peers in all subjects, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research- based interventions. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Cooper Upper Elementary	No Label Identified	<p>Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>To accelerate student achievement, Cooper Upper Elementary has put in place a multi- tiered system of support that provides supplemental instruction to our most at-risk students through literacy and math support groups throughout the school year, which also includes dedicated time for small group instruction and RTI time. Students are also provided with social-emotional support through daily interventions (Lunch Bunch, Targeted SEL interventions, Restorative Practices, P.B.I.S initiatives, etc). In addition, we will be addressing the achievement gap</p>

		<p>for our economically disadvantaged students by consistently providing all students with a Guaranteed and Viable Curriculum which includes a focus on the Priority Standards. Teachers will engage in the PLC process which includes the analysis of common and formative assessments to determine how to best meet the individual needs, academically and/or social-emotionally, of all students. We intend to take a close examination of our instructional practices (using formative assessment and the development of strong learning targets/success criteria) and Tier I instruction, while continuously using student achievement data to provide the right interventions and enrichment opportunities to improve the academic achievement of all students.</p>
Johnson Upper Elementary	No Label Identified	<p>Based on this data, our school, Johnson Upper Elementary, has identified underperforming subgroups of students, including children of color, students with disabilities, and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>To accelerate student achievement, Johnson Upper Elementary has put in place a multi-tiered system of support, including the use of research-based interventions and data to develop and support small group instruction to improve student achievement. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place routinely within our Professional Learning Teams. Ongoing analysis of benchmark assessments, I-Ready data, and classroom performance are used to guide instructional decisions that will best optimize student achievement.</p>
Riley Upper Elementary	No Label Identified	<p>Based on this data, the Riley Upper Elementary staff has identified underperforming subgroups of students, including students with disabilities for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place at Riley is a multi- tiered system of support, including the use of research-based interventions. We have also created a school wide intervention block to better meet the needs of our struggling learners. All teachers meet weekly in Professional Learning Teams to look at data to help them drive instruction for all learners. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessments to determine the needs of all students is followed by the provision of targeted learning interventions to students in need. Our leadership team consisting of school improvement chairs, instructional coach, academic interventionist and representatives from all PLTs and Departments meets regularly in the form of our Guiding Coalition. We have also implemented the PBIS program throughout the school to help students have a safe and positive environment in which to learn.</p>
Emerson Middle School	No Label Identified	<p>Based on this data, our school has identified students one to two grade levels behind, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>Emerson is committed to ensuring that all students have access to a guaranteed and viable curriculum. We continue to disaggregate data and focus on the achievement gap between the top 30% and the bottom 30%, as well as various subgroups of students including those who may be economically disadvantaged, English learners, and students with disabilities, so that all students learn at high levels. Additionally, we continue to embrace the Professional Learning Community (PLC) process, using these four critical questions to guide our work:</p> <ul style="list-style-type: none"> • What do we want all students to know and be able to do? • How will we know if they learn it? • How will we respond when some students do not learn? • How will we extend the learning for students who are already proficient?

		<p>Our staff meet weekly in their professional learning teams (PLTs) to answer the above four questions, collaborate and plan curricula, and to analyze student assessment results to better inform instruction. Additionally, we continue to implement Eagle Time, a 25-minute period each day where students are provided opportunities for intervention and enrichment based on students' needs.</p> <p>To help students be successful, we offer both Enrichment and co-taught English language arts and mathematics classes, Middle School Success Strategies classes for both 7th and 8th grade students, a full-time Student Assistance Provider, social worker, and psychologist. In addition to the many academics supports we offer, we are also proud of the variety of clubs and after-school activities that contribute to a positive and supportive culture at Emerson Middle School.</p>
Frost Middle School	No Label Identified	<p>Although significant gains have been made within subgroups, students with disabilities continue to require additional academic intervention and support to increase their proficiency and close the achievement gap in targeted areas.</p> <p>Our staff meet weekly in their professional learning teams (PLTs) to collaborate, plan, and analyze student assessment data to better inform instruction. Additionally, we continue to implement Falcon Time, a 25-minute period each day where students are provided opportunities for intervention and enrichment based on individual needs.</p> <p>Continued efforts are in place to address the academic and socioemotional needs of students at Frost including multi-tiered systems of support for academics, social and emotional learning (SEL), and school appropriate behaviors. These supports include small group instruction that target specific areas among students with similar academic needs, intense literacy and math support for students working below grade level, monthly TRAILS lessons provided by our schools Student Assistant Provider (SAP) and Peer Tutoring through our National Junior Honor Society (NJHS). Behavioral supports provided by a fully implemented Positive Behavior Interventions and Supports (PBIS) program include a systematic reward system for demonstration of school appropriate behavior, and Tier II mentoring for students who require additional behavioral support. The adoption of a schoolwide writing goal has been put in place to support students writing across the curriculum. Teachers assess student writing with a common rubric three times during the school year to record student growth and identify areas of strengths and weaknesses. Professional Learning Teams, continue to work together to develop common formative assessments to analyze ongoing student growth and determine academic interventions when students are not mastering academic content.</p> <p>Frost Middle School houses Livonia Public Schools magnet program for the academically talented, MACAT (Middle Alternative Classroom for the Academically Talented). MACAT students comprise more than half of the students in Frost's top 30% on the state assessment. Frost's enrollment has declined over several years, causing the MACAT students to comprise a higher percentage of the overall school population, which in turn raises the achievement threshold of the top 30% and contributes to the achievement gap between the top and bottom 30%. Other factors contributing to the achievement gap include attendance and student mobility.</p>

School Name	Status Label	Key Initiative to Accelerate Achievement
Holmes Middle School	No Label Identified	Holmes Middle School continues to address the low performance scores of the Bottom 30% and our students with disabilities in science, math, and social studies. The key initiatives include co-taught and support classes for struggling students, after-school help sessions weekly, implementation of the common core curriculum, and providing resource room hours daily for those students who qualify. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.
Churchill High School	No Label Identified	<p>At Churchill High School we have several key challenges we are facing as it pertains to our State test scores. The challenges are to improve our subgroup test scores and bring the students in those groups to the levels they need to be so they are meeting the State proficiency targets. The three largest target groups for Churchill High School are the bottom 30%, students with disabilities, and African American students. We are instituting or continuing the following initiatives to help address the scoring gap between our proficient students and the bottom 30%, our students with disabilities, and our African American students.</p> <p>We are working to address these issues in the following ways:</p> <ul style="list-style-type: none"> • Continuing to refine Churchill's school improvement plan to meet the needs of all Churchill students. • MTSS Coordinators, are collaborating with targeted math teachers and targeted students who need to increase math skills. • Continuing the liaison model for supporting special education resource room students. • Continuing to run classes for struggling learners such as Academic Success Strategies a targeted freshman Academic Success course. • Implemented Homework House, an after-school program held three times a week, providing a supervised space where students can complete homework while waiting for extracurricular activities to start or for transportation home. • Continue expanding our before- and after-school programs to include a Math Help Room during lunch, increased peer tutoring, NHS and advanced math students tutoring peers during Charger Time, and more staff interaction with students in classrooms and computer labs. • Continue to collaborate with EL teachers, administration, and the Guiding Coalition Team, to close the achievement gap by strategizing targeted support for our lowest scoring EL students. • Scheduling classes simultaneously for EL, math, and ELA teachers who share EL students, allowing them to collaborate and better support struggling learners. • Our counseling and support staff are continuing to organize and support groups for students with diverse needs including socio-economic challenges. • Continue working to improve school climate and culture, ensuring every student feels welcome, supported, and included, while also incorporating diversity in teaching and learning to ensure all students feel represented.
Franklin High School	No Label Identified	<p>Our school improvement efforts have multiple avenues and levels of attack:</p> <p>We have expanded our targeted support for our at-risk population, which includes students who are reading below grade level, students missing the foundational level of mathematics, and/or students who are struggling emotionally and socially.</p> <p>Using data and teacher recommendations, we are working closely with 9th. 10th,</p>

		<p>and 11th grade students who are reading below grade level or who lack foundational concepts in mathematics. These students are placed with teachers who are trained in providing them with ongoing support. Students enrolled in these classes demonstrate their progress by taking assessments created by our district and building based teams as well as standardized assessments.</p> <p>To better support our 9th grade students who need more social and emotional assistance, we work closely with these students in our Freshman Transitions course. The general educator who works closely with these students also teams up with our Student Assistant Provider, our Guidance Counselors, other staff, and student leaders to help these students better manage their daily struggles.</p> <p>Students who are enrolled in our Academic Success Skills class have an opportunity to relearn course concepts and skills to recover course credit. Students who receive Special Education services may be placed in a social emotional support class which runs similarly to our Freshman Transitions class.</p> <p>Each core department has developed content-specific strategies to support student learning.</p> <p>We continue to meet in district and building level teams as we implement the Professional Learning Community process to ensure all students are learning at grade level or higher.</p> <p>In line with the district's climate goal, we continue to put a greater emphasis on understanding our students as individuals and their unique needs. We continue to provide students with Tier 2 intervention/enrichment on Tuesdays and Thursdays during the school day.</p>
Stevenson High School	No Label Identified	<p>At Stevenson, our biggest challenge has been overcoming stagnant standardized test scores for the past few years. The key initiatives are:</p> <p>Intervention "Spartan Time" –This year, we have continued an intervention time into the daily time schedule. Twice a week for 35 minutes, there is time within the school day for students to reach out to staff or for staff to pull out students for targeted instruction and/or additional supports.</p> <p>MTSS - In place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. All staff has received training on the PLC process. In addition, ongoing professional development and dialogue focusing on strategies to support all learners is taking place. There is ongoing analysis of formative assessments to determine the needs of our students.</p> <p>Secondary Success Facilitators were created to assist and support staff with identifying the four guiding questions of PLT.</p> <ul style="list-style-type: none"> o What do we want students to learn? o How will we know if they learned it? o What do we do when they haven't? o What do we do when they have? <p>We are engaged in creating a guaranteed and viable curriculum. To achieve this, we have created common formative assessments, planning appropriate mascot time interventions, collecting, and analyzing student data, and using student data to drive instruction. Data points (CSA's, M-Step, SAT). Framework to provide quality tier 1 classroom instruction, tier 2 interventions, and tier 3 support options that will help all students succeed. Our counseling department has conducted student needs assessments to assist with identify barriers that may impact learning. All</p>

		<p>students will be well known by at least one adult who supports their educational experience. Administration has identified at-risk students. (Attendance, discipline, academic concerns). Additionally, students who have not demonstrated mastery of essential standards are being identified.</p> <p>Content area teachers collaborate within their professional learning teams on a regular basis. Additionally, District & School wide data dives are happening. Peer to peer lunch time tutoring is offered through our National Honor Society.</p> <p>At Risk Focus - RESA Enhancement Milage funds used to create smaller class sizes. In some instances, these are co-taught classes with targeted instruction.</p>
Livonia Career Technical Center	No Label Identified	<p>At Livonia Career Technical Center we strive for proficiency in all Perkins Core Performance Indicator categories, which are as follows:</p> <ul style="list-style-type: none"> • Four-year graduation rate • Academic proficiency in reading • Academic proficiency in math • Post-program placement • Non-traditional program concentration • Program quality credentials <p>During the 2023-2024 school year, Livonia Public Schools achieved proficiency in all Perkins Core Performance Areas. Over the past two years, we have dedicated significant effort to attaining proficiency in 5S1 program quality, and we are proud to have reached that goal this year.</p> <p>To maintain proficiency in reading in math we continue to work with our math and English language liaisons. We also utilize our special population paraprofessionals to help make sure all of our students can successfully complete their career technical education classes. These academic supports also help us to produce a high percentage of completers in our CTE programs.</p>
Garfield Community School	No Label Identified	<p>The Western Wayne Skill Center is a special education, post-secondary center school that provides instruction to address Transition outcomes for students with disabilities ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System.</p> <p>Students at the Western Wayne Skill Center at Garfield Community School receive specialized instruction from highly qualified special education staff in daily living, work skills, communication, social skills, and independent living skills.</p> <p>The Western Wayne Skill Center Curriculum is derived from the Michigan Career and Employability Skills and is further supported by the following Curricula: Addressing Unique Educational Needs of Students with Disabilities (AUEN); Michigan Statewide Curriculum Project Supported Independence Curriculum; and the Western Wayne Skill Center Soft Skills curriculum.</p> <p>Our collaborate efforts positively impact our school's success and student achievement as evidenced by the steady reduction of students requiring Tier 3 behavior supports and office referrals.</p>
Livonia Early Childhood Center	No Label Identified	<p>Based on this data, our school has identified underperforming subgroups of students, including economically disadvantaged students and students with disabilities, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p>

		<p>All students in early childhood programs make progress in early literacy, numeracy and social/ emotional/behavioral growth. Through the use of skills assessment checklists at regular intervals, data will be collected that assists teaching teams in providing targeted instruction for students and will provide a rubric by which teachers can make instructional decisions in the moment, based on student responsiveness.</p> <p>Key challenges for our school include meeting the social, emotional and academic needs of 2-,3-, 4-, and 5-year-olds. Progress with early literacy, numeracy, and social-emotional skills are important goals for all students. As we set goals for our youngest students, skill assessment checklists will provide a more cohesive and foundational approach to early learning. As we establish baseline data to determine what assistance students need in relation to additional supports and interventions, we will be able to put the supports in place that are tailored to the development and age of our students.</p>
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I am very proud of the diligent work of our staff in providing our students with high quality, meaningful, and relevant educational experiences. We appreciate the supportive parents and community members who have a positive influence on our schools and district and partner with us on their child's educational journey.

Our Livonia Public Schools Priority Areas are:

- Focused on Student Achievement
- Cultivated with Employee Capacity
- Supported By Fiscal Responsibility
- Wrapped in Climate and Culture

These four core priorities guide our decision-making, our resource allocation and are built on the foundation of our shared vision. Our internal comprehensive Quality Assurance Review process is designed to ensure high levels of learning for all students. By living our district's vision and priorities, we maintain a laser like focus on student achievement, enhancing programs and offerings for our students, thus promoting a passion for lifelong learning.

We are proud to serve the children and staff of Livonia Public Schools.

Sincerely,

Andrea L. Oquist
Superintendent

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501) . The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

DISTRICT PROFILE

Students: The Heart of Our Mission

The Livonia Public Schools School District covers 39 square miles in the cities of Livonia and Westland. We operate 26 schools or centers, serving the needs of 13,049 regular and special education students. Of that number, 6,810 are enrolled in 15 elementary schools (grades K-4 and 5-6). In three middle schools (grades 7-8), there are 1,972 students. There are 439 students enrolled in special schools and programs, and 4,267 students are enrolled in three high schools and the Career/Technical Center (grades 9-12). The Livonia Public Schools has 8,024 eligible students and transports approximately 6,840 students each day on 73 school buses, traveling approximately 1,059,840 miles per school year.

Employees Are Our Greatest Asset

Meeting the many and diverse needs of our K-12 students are 996 professional instructional staff; 53 principals and assistants; 367 secretaries and paraprofessionals; 11 instructional coaches, 4 administrative assistants; 43 building supervisors (SEALS); 264 bus drivers, maintenance workers, warehouse personnel, custodians, and food service workers; 3 community education staff; 11 central office administrators; 28 district supervisors and crowd control personnel.

In addition, our professional instructional support staff includes psychologists, social workers, learning specialists, elementary support teachers, speech and language therapists, resource classroom teachers, media specialists, counselors, student and family assistance specialists, occupational and physical therapists, and homebound or hospitalized service providers. About 85% percent of our certified staff has advanced educational degrees. We maintain an average district-wide pupil teacher ratio of twenty-five to one.



FIND YOUR **PURPOSE** EXPLORE YOUR **PASSION** DISCOVER YOUR **PRIDE**



A DESTINATION DISTRICT

- Rooted in a tradition of excellence with dynamic vision for the future
- The ninth largest district in the state
- Serves more than 13,000 students
- Employs nearly 2,000 staff
- Ongoing facility enhancements made possible by two voter-approved bond issues in 2013 and 2021, totaling \$380 million in improvements
- Functions and collaborates as a Professional Learning Community while supporting Professional Learning Teams districtwide
- Robust Multi-Tiered System of Support (MTSS) at all levels
- Supported by active LPS Education Foundation
- Collectively, one of the largest PTA/PTSA memberships in the state
- Special education programs for infants through age 26
- Award-winning FIRST Robotics programs for middle and high school
- Lego League FIRST Robotics elementary opportunities
- STEM pathway for grades K-12
- Equity, Engagement & Belonging climate and culture focus
- Social Emotional Learning across all grade levels

ELEMENTARY HIGHLIGHTS

- Ten lower elementary schools (K-4)
- Three upper elementary schools (grades 5-6)
- Niji-Iro Japanese Immersion Elementary (K-6) – One of four full immersion schools nationwide
- Relentless focus on high levels of learning for all students
- Webster Elementary houses program for gifted and talented students (ACAT program) and students with physical and cognitive disabilities (RISE program) in grades 1-6
- Enhanced music opportunities beginning in fifth grade (music appreciation and exploration, including instrumental options)
- Project Lead the Way STEM pathway starts in kindergarten
- Before and after school childcare available
- Caring Schools curriculum

SECONDARY HIGHLIGHTS

- Three middle schools (grades 7-8)
- Three high schools (grades 9-12)
- Newly re-imagined and renovated Library Media Centers & Idea Factories
- More than 35 Advanced Placement (AP) courses offered in high school core subjects
- Accelerated pathway with advanced course offerings
- Livonia Career Technical Center – newly expanded school offering career education and certification programming. Courses include skilled trades, graphic arts, fashion merchandising, computer networks and video game design, criminal justice, medical and more
- Career Intern & Vocational Intern Program for juniors and seniors
- Dual Enrollment Program to earn college credits in high school
- Math, Science & Computers (MSC) program for advanced high school students
- Relentless focus on high levels of learning for all students
- Middle School Alternative Classrooms for the Academically Talented (MACAT) in middle school
- Creative and Performing Arts (CAPA) program for high school – audition-based magnet program with acting, vocal music and dance strands
- Global Education Program

EARLY CHILDHOOD HIGHLIGHTS

- New state-of-the-art Early Childhood Center opens in Fall 2024
- Preschool and childcare programs
- Young Fives pre-kindergarten program
- Great Start Readiness Program (GSRP) program

OUR MISSION

TO EDUCATE. CHALLENGE.
AND INSPIRE EVERY
STUDENT TO ACHIEVE
PERSONAL SUCCESS AND
BECOME A CONFIDENT
CONTRIBUTOR TO SOCIETY.



SPECIAL EDUCATION HIGHLIGHTS

- Comprehensive programs for students from birth through age 26
- Parents may refer child for an evaluation at the first detection or diagnosis of a disability
- Programs and services for children with speech and language delays; physical or cognitive impairments; autism spectrum disorders; hearing or visual impairments
- Testing, evaluations, personalized education plans, high level of parent involvement
- Programs for speech and language delays beginning in early childhood
- Skills-based education for students ages 18-26 at Western Wayne Skill Center at Garfield Community School
- Livonia Transition Program onsite at Schoolcraft College
- Community partner internship opportunities for all transition program students ages 18-26
- Competitive employment opportunities facilitated by job coaches
- Excellent business/community partnerships
- A growing Unified Athletics program in basketball, cheer, bocce ball and summer sports camps



SAFETY AND BELONGING

- Student-centered learning environments staffed with caring and expert staff
- Number of school psychologists, social workers, other professional mental health professionals significantly increased in recent years
- Climate and culture initiative, Community with Character, in place for a decade
- Social Emotional Learning curriculum with focus on mental wellness
- Social Emotional Hotline for students, families, staff
- Equity, Engagement & Belonging climate and culture focus
- A comprehensive safety and security review conducted in all schools/facilities districtwide by outside security professionals in 2023
- Secure vestibule entrances; locked doors; extensive security camera system interior, exterior and on busses; buzz-in entrances; all-staff trainings
- \$1 million annual investment in security personnel



FACILITIES HIGHLIGHTS

- Newly renovated schools and facilities
- Updated classroom technology
- Expansion of LCTC / Robotics space
- New Early Childhood Center (opening Fall 2024)
- New athletic fields at high schools
- Well-equipped field houses and gymnasiums
- New and expanded Performing Arts Centers at high schools
- Energy efficient focus districtwide



EXTRA CURRICULAR HIGHLIGHTS

- Extensive offerings in athletics, music, theater and many activities and clubs
- E-sports clubs at high schools
- Award-winning FIRST Robotics programs

PARENT INVOLVEMENT & COMMUNICATION

- Focus on open two-way communication between families and district
- Parental involvement on committees, task force groups, etc.
- Strong PTA/PTSA membership
- Multi-platform communication (email, phone, text, social media, in-person meetings, events)
- Parent Connect system to access student information
- Updated and user-friendly district website with 23 school sub-sites
- Board of Education meetings are live-streamed online, broadcast on local cable access channel and archived on website
- Direct email link to the Communications Department included in district emails and on website for efficient access to the district (communications@livoniapublicschools.org)



We, the Livonia Public Schools community, put the needs of our students and their education first. We promote a passion for learning and stand as a source of pride for our students, staff, families, and community - all of whom are essential to our shared success. We commit ourselves to this Shared Vision.



Livonia Public Schools

Shared Vision

Enhancing Our Climate

We are a caring community that knows and lifts every student. Our staff, students, parents, and community members recognize and value the unique contributions each brings to our educational community. Therefore, we see a school district where we:

- Provide a safe, joyful, welcoming environment for all who enter, and a place where students are eager to learn.
- Respect, value, and trust one another.
- Celebrate the uniqueness of each individual with acceptance and understanding.
- Value open, collaborative participation among all stakeholders.
- Learn and grow in updated, well-maintained, and inviting spaces.
- Utilize innovative practices and technology.

Engaging our learners

We are a learning community that inspires and motivates all students to reach their full learning potential. Therefore, we see a school district where students:

- Experience joy in learning.
- Are challenged to give their personal best.
- Have their unique learning needs met.
- Engage in opportunities that connect to the world around them.
- Are provided instruction that is guided by curriculum standards and purposeful assessments.

Empowering our staff

Every staff member's contribution is vital to our organization. We are a district that has a deep commitment to holding ourselves to the highest standards while providing opportunities to learn and grow. Therefore, we see a school district where our empowered staff:

- Works collaboratively to improve student learning and well-being.
- Uses innovative, creative, and research-based ideas to support student success.
- Engages in meaningful and effective professional development.
- Utilizes technology and resources to enhance job effectiveness.

Pursuing Organizational excellence

We are an organization that pursues excellence with determination and commitment. Therefore, we see a school district as one that supports:

- Continuous improvement in all that we do.
- Hiring and retaining high-quality staff.
- Implementing innovative practices.
- Collaborative problem-solving and decision-making.
- Purposeful exploration of exemplary practices for educational excellence.

Preparing Our Students

We are a school district that prepares each student for his or her life journey. Therefore, we see a school district where students are:

- Persons of character who are contributing members of society and who seek opportunities to learn throughout their lives.
- Independent, confident, and hopeful, with the life skills to plan and build successful futures.
- Prepared with the academic skills necessary to pursue educational and career pathways.



The Livonia Public Schools Shared Vision provides the imagination of what we hope to become, and a blueprint for continuous improvement. The clarity of our Shared Vision and commitment to it is crucial to our success. We have identified the following Collective Commitments that will define the behaviors that lead us to our Shared Vision.

Livonia Public Schools

Collective Commitments

Learning: Our Priority

- Learning is what we're all about - for students as well as adults. We are committed to both individual and collective growth.
- We make learning come alive through engaging and inspiring our students.
- Individual differences matter; we strive to provide for our students' unique needs.

Our Environment

- We create positive, welcoming, and safe environments where students, staff, and parents are eager to learn, work, and visit.

Our Interactions

- Respect and integrity are at the core of our interactions with one another. When *these* are compromised, *everything* is compromised.
- We model responsible, ethical behavior.

Our Practices

- We collaborate in order to produce results superior to those achieved individually.
- We are innovative in our pursuit of excellence. We actively seek a better way.
- We recognize and celebrate our successes.

Our Communication

- We want everyone to have a real voice. With that comes a responsibility to speak openly, to listen to others, and to be part of the solution.
- We engage in open and timely communication with each other.

Our Resources

- We safeguard and conserve our district resources with great diligence.

*We will honor, advance, and value these commitments;
the education of our students depends on it.*



SCHOOL IMPROVEMENT

School Improvement Fuels Growth

The District as a whole, and each school individually, uses results-driven school improvement processes to increase student achievement. Each school selects improvement goals based upon the learning needs of its students. District level improvement efforts are embodied in our District Mission statement and Shared Vision. School and District improvement team membership includes staff, parents, students, and community.

SHARED VISION GOAL

The district's shared vision is the touchstone for all our school improvement efforts. Each year we set district priority areas based on stakeholder feedback. The priority areas are then communicated as a part of our administrative open day, new teacher orientation and at professional development. The priority areas for the next three years are:

Student Achievement

Demonstrating a strategic commitment to student learning as evidenced by measurable growth and achievement for all students through consistent, rigorous and engaging curriculum & instruction. Student learning is at our core.

Employee Capacity

Investing in our students begins with an investment in our staff. Building capacity and engagement of each LPS staff member results in meaningful and impactful work.

Fiscal Responsibility

Exhibiting thoughtful and consistent oversight of budget development in order to utilize our district's finances & resources to maximize opportunities for students, support our priority focus areas and promote an environment of fiscal responsibility.

Climate and Culture

Upholding a culture in which we value one another and each contribute daily to a respectful, engaging and positive environment for all.

DISTRICT 2023-2025 ACADEMIC GOALS

All students in Livonia Public Schools will be proficient Readers of Literature and Informational Text.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to read and comprehend literary and informational texts. in Reading by 06/01/2025 as measured by State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to read and comprehend grade level literary and informational text in Reading by 06/07/2025 as measured by Local, District and State Assessments.

All students in Livonia Public Schools will be proficient communicators through writing.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to communicate through writing for a variety of purposes and audiences by 06/01/2025 as measured by Local, State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to communicate through writing by 06/07/2025 as measured by Local, District and State Assessments.

All students in Livonia Public Schools will be proficient in mathematics.

Measurable Objective 1: 80% of All Students will achieve college and career readiness by being able to solve problems in Mathematics by 06/01/2025 as measured by Local, State and National Assessments.

Measurable Objective 2: A 5% increase of Male Black or African-American, Bottom 30%, White, Economically Disadvantaged, Homeless, Students with Disabilities, English Learners and Two or More Races students will increase student growth with the skills necessary to solve problems in Mathematics by 06/07/2025 as measured by Building, District and State Assessments.

The District Vision Forward Team brings together representatives from all stakeholder groups to ensure that the district is engaged in continuous improvement towards the Shared Vision. This team has worked on developing a Portrait of a Graduate from Livonia Public Schools which will be shared with stakeholder groups to gather feedback. The Vision Forward Team will also update our Collective Commitments.

The district is responsible to monitor individual school's school improvement efforts and has established a Quality Assurance Review (QAR) team for this purpose. The team has a process for monitoring school improvement efforts that includes visiting schools and providing feedback to schools on their school improvement efforts and revised elements of the monitoring process based on feedback from team members and school staff. Beginning with the 2023-24 school year, the QAR process has been updated to provide each school with a two- or three-day visit, including visiting every grade and content area classrooms and Professional Learning Teams. Each school will be in a three-year cycle, preparing for a visit, a visit year and a reflection year, thus providing ongoing support for school improvement efforts.



CORE CURRICULUM

The K-12 subject area coordinators continued the District's ongoing process of developing and implementing curriculum that is aligned with the Michigan State Standards for K-12 Science, Mathematics, and English Language Arts (ELA), and the proposed standards for Social Studies.

The following statements define our broad cognitive goals for students' learning in these subjects. They reflect the state's standards for College and Career Readiness for English language arts and mathematics and the state's grade level content expectation for science and social studies.

K-12 goals for English Language Arts are:

- Read closely to determine what the text says.
- Make logical inferences.
- Determine central ideas or themes of a text.
- Cite specific textual evidence when writing or speaking to support conclusions drawn from a text.
- Interpret words and phrases as they are used in a text.
- Analyze the structure of texts.
- Assess how point of view or purpose shapes the content or style of a text.
- Integrate and evaluate content presented in diverse formats and media.
- Evaluate the argument and claims in a text.
- Analyze how two or more texts address similar themes.
- Read and comprehend increasingly complex literary and informational texts.
- Write arguments to support claims with evidence from texts.
- Write informative texts to convey information.
- Write narratives to develop real or imagined experiences.
- Produce clear and coherent writing.
- Develop and strengthen writing using the writing process.
- Use technology to produce and publish writing.
- Conduct short as well as more sustained research projects.
- Gather relevant information from multiple print and digital sources.
- Draw evidence from literary or informational texts to support research.
- Write routinely for a range of tasks.
- Demonstrate command of the conventions of standard English grammar and usage.
- Understand how language functions.
- Determine the meaning of unknown words and phrases.
- Demonstrate understanding of figurative language.
- Acquire and use academic and domain-specific words and phrases.

The K-12 goals for Mathematics are:

- Develop personal management skills, confidence and a positive attitude toward the use, value and power of mathematics.
- Acquire the skills necessary to interact with others in learning and problem-solving situations.
- Make sense of problems and persevere in solving them.
- Construct viable mathematical arguments and critique the reasoning of others.
- Learn to reason abstractly and quantitatively.
- Recognize the connections among mathematical topics, other disciplines and everyday experiences and use mathematic models to solve real-world problems.
- Become competent in the selection and application of appropriate tools for solving mathematical problems.

- Attend to precision when performing mathematical calculations and communicating thoughts and results with others.
- Look closely for a pattern or structure to help make sense of mathematical problems.
- Look for regularity and repeated reasoning when solving mathematical problems.
- Develop number sense to demonstrate, analyze and use the various forms of real numbers, their relationships and algorithms.
- Develop mental mathematics and estimation skills.
- Understand and use measurement in practical situations.
- Develop geometric concepts and spatial sense.
- Use probability and statistical concepts and methods to solve problems.
- Interpret and apply algebraic concepts and methods to solve real life problems.
- Continually evaluate the reasonableness of intermediate results and final answers.

The K-12 goals for Science are:

- Understand that learning science is an active process.
- Understand that engaging in scientific inquiry and reasoning in a scientific context is central to science learning.
- Understand that life, physical and earth sciences are interconnected by the concepts of patterns, cause and effect, scale and proportion, systems, models, energy and matter, structure and function, stability and change.
- Ask questions and define problems.
- Develop and use models to help explain natural phenomena, analyze systems, and test possible solutions to new problems.
- Plan and carry out systematic scientific investigations both in the laboratory and in the field using science process skills.
- Analyze and interpret data looking for significant features and patterns in the data in order to derive meaning.
- Use mathematics and computational thinking, along with appropriate technology, to represent physical variables and their relationships.
- Construct explanations and design solutions.
- Engage in scientific reasoning and argumentation using data and facts as evidence.
- Communicate findings clearly and persuasively, including supporting data.
- Evaluate the findings of others based on scientific evidence.
- Develop scientific literacy through information processing (oral communication, reading, writing); critical thinking and problem solving strategies.
- Understand that the nature of science demands responsible action in dealing with science-related societal issues.

The K-12 goals for Social Studies are:

- Apply social studies concepts and processes as informed, thinking, capable citizens to contribute and participate productively in their families, work community and nation.
- Utilize primary and secondary sources to obtain, acquire, process and organize relevant information.
- Use social studies concepts and principles to communicate effectively regarding public policy questions and issues.
- Participate and effectively act on social and public policy issues important to their own lives.
- Understand and apply recurring themes and pervasive issues in historical events and personages across time and geographical space.

- Understand and analyze relationships between human society and the environment.
- Apply understanding of the purposes, organization and ideas of political systems and relationships to individual and group behavior.
- Apply understanding of concepts and principles of personal finances and economics.
- Understand global interdependence and issues which affect people all over the world.
- Learn through domain specific texts to obtain social studies concepts.
- Analyze information and come to conclusions in an inquiry. These skills focus on gathering and evaluating sources, and then developing claims and using evidence to support those claims.
- Be able to collaborate with others as they communicate and critique in public venues.



STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I-Ready Diagnostic Assessment.

DISTRICT ASSESSMENTS – Preschool Benchmark Assessments

Students in preschool are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills.

YOUNG 5'S AND 4 YR. PRESCHOOL BENCHMARK ASSESSMENTS			
	60% of Letter Identification		Rote Counting to 20
Spring 2024			
Spring 2023	86%		99%

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN				
	Letter Identification		Letter Sounds	Rhyme
	Upper Case	Lower Case		
Spring 2024	95.7%	93.4%	67.9%	NA
Spring 2023	90%		88.5%	73.5%

DISTRICT LITERACY ASSESSMENTS – Running Records

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year.

RUNNING RECORDS ASSESSMENTS- GRADES K-4					
Percent of Students that Performed At or Above Grade Level					
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Spring 2024	63.7%	66.8%	75.9%	75.4%	69.0%
Spring 2023	68.1%	67.8%	76.0%	72.5%	72.6%

DISTRICT LITERACY ASSESSMENTS – I-Ready

The following chart shows the percentage of students at each grade level that performed mid or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed on three or more times during the school year to drive instruction and interventions.

I-READY READING							
Percent of Students Mid or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2024	62%	59%	55%	49%	38%	28%	40%
Spring 2023	61%	57%	54%	46%	39%	27%	35%

Middle School students are assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY READING Percent of Students Mid or Above Grade Level		
	Grade 7	Grade 8
Spring 2024	32%	29%
Spring 2023	32%	29%

DISTRICT MATHEMATICS ASSESSMENT – I-Ready

The following chart shows the percentage of students at each grade level that performed mid or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY MATHEMATICS Percent of Students Mid or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2024	58%	54%	40%	45%	48%	33%	32%
Spring 2023	53%	51%	42%	45%	44%	38%	26%

Middle School students are assessed on their attainment of grade-level math standards three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY MATHEMATICS Percent of Students Mid or Above Grade Level		
	Grade 7	Grade 8
Spring 2024	24%	20%
Spring 2023	22%	22%

STUDENT ACHIEVEMENT ON NORM REFERENCED ASSESSMENTS

ABILITY AND ACHIEVEMENT TESTS – ELEMENTARY AND MIDDLE SCHOOL

The Cognitive Ability Test (CogAT®) from Riverside Publishing is administered to sixth grade students. CogAT® is a nationally normed test and is generally considered an aptitude test.

CogAT GRADES 6 Average Age Percentile Ranks				
	Verbal	Quantitative	Nonverbal	Composite
GRADE 6				
2024	54%	60%	65%	61%
2023	54%	57%	62%	58%

STUDENT ACHIEVEMENT ON STATE AND NATIONAL ASSESSMENTS

STATE ASSESSMENTS

The PSAT 8/9, 10 and SAT are part of the College Board's "SAT Suite of Assessments" and is offered to eighth through eleventh grades. These national tests measure the same skills and knowledge in ways that make sense for different grade levels. The tests keep pace with student progress, matching the scope and difficulty of work in the classroom. All students take PSAT 8/9, 10 and SAT as a part of the State of Michigan's assessment system (MME).

This data can also be found on [MiSchool Data – Livonia Public Schools](#). Attached to this report is the State Assessment Data for Livonia Public Schools and all the individual schools that are a part of Livonia Public Schools. These reports include student proficiencies on M-STEP, PSAT, SAT and MiAccess.

M-STEP – ELEMENTARY, UPPER ELEMENTARY AND MIDDLE SCHOOL

M-STEP 3, 4, 5, 6,7 Reading					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Spring 2024	58.4%	59.6%	52.8%	59%	52.4%
Spring 2023	52.8%	56.8%	58.8%	52.8%	51.3%

M-STEP 3, 4, 5, 6,7 Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Spring 2024	63.5%	62.0%	42.6%	49.0%	47.0%
Spring 2023	62.1%	56.9%	42.4%	41.6%	43.2%

PSAT/SAT – MIDDLE SCHOOL AND HIGH SCHOOL

PSAT 8, 9, 10 and SAT -EBRW - Evidence-Based Reading and Writing Percent of Students Proficient				
	PSAT 8	PSAT 9	PSAT 10	SAT 11 EBRW
Spring 2024	72.8%	69.0%	70.0%	57.9%
Spring 2023	65.0%	67.0%	65.0%	60.0%

PSAT 8, 9, 10 and SAT Mathematics Percent of Students Proficient				
	PSAT 8	PSAT 9	PSAT 10	SAT 11 Math
Spring 2024	40.3%	44.0%	38%	33.7%
Spring 2023	43.8%	46.0%	44.0%	44.0%

HOME/SCHOOL PARTNERSHIP

One of the most important factors in a child's success in school is the involvement of parents or guardians in the educational process. We provide multiple opportunities a year for parents to collaborate with schools

around their student's academic achievement.

At the elementary level, 94.5% of parents (6,436) attended parent-teacher conferences in the fall of the 2024-2025 school year and 94.8% of parents (6,381) attended parent-teacher conferences during the 2023-2024 school year.

At the secondary level, 32.5% of parents (1,966) attended parent teacher conferences in the fall of the 2024-2025 school year and 29% of parents (1,769) attended parent teacher conferences in the 2023-2024 school year.

PTA/PTSA in Livonia is an active partnership involving parents, educators, and community members. Livonia Public Schools has 23 school units and continues to have one of the largest PTA/PTSA memberships in Michigan. PTSA values collaboration and commitment by partnering with an array of individuals and organizations while engaging families across our community. Parents are encouraged and welcomed to be partners in their child's education through volunteering at the school level in a variety of ways including: planning science fairs, popcorn days, fun runs and much more. Participation in the National Reflections Art Program receives tremendous support from our local PTA/PTSA units. Last year, around 1,200 students district-wide participated in our Youth Making a Difference program by completing community service projects. Projects range from collection of food, clothing or money for charity to cleaning up school or community grounds, making cards for veterans or making blankets for animals in shelters. Many PTA's also provide scholarships to students, including giving money for field trips, band camps or for continuing education after K-12.

SPECIALIZED PROGRAMS

The LPS school district provides educational alternatives and opportunities for students and meets special education needs in addition to the regular K-12 program. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

Elementary

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

Middle School

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program and special education centers at Frost as an alternative to the regular 7-8 program. Other special education programs are available in western Wayne County for our students with disabilities based upon their individual needs.

High School

In addition to the regular 9-12 program, our high school students may be enrolled in the Career Intern

Program; CTE courses at the Livonia Career Technical Center; Mathematics, Science and Computer (MSC) program at Churchill; Creative and Performing Arts (CAPA) program at Churchill; Global Education program at Stevenson; the special education, pre-vocational and vocational education program for students with disabilities at Franklin and Churchill; and our post high school program Western Wayne Skill Center at Garfield Community School and the Livonia Transition Program (LTP) at Schoolcraft College. Other special education programs for high school students are available in western Wayne County for our students with disabilities based upon their individual needs.

Title 1

Academic support is provided to students in all schools. In addition, some schools qualify for Title I academic supports based on the percent of students receiving free and reduced lunch. Students are identified for service by scores on district assessments, both academic and social emotional. For the 2022-23 school year the following schools qualify as Title I schools: Cleveland, Cooper, Grant, Hayes, Kennedy, Randolph, Roosevelt, Rosedale and Johnson elementary schools.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their children should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This report section presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8.

Civil Rights Data

- Provides information on school quality, climate and safety.

The link: [MiSchool Data-Livonia Public Schools](#) will take you to the reports provided by the Michigan Department of Education for Livonia Public Schools.

