



Systemic Improvement & Student Achievement in the Ann Arbor Public Schools

Multitiered Action Plan Focused on Historically
Underserved Populations

Fall 2024 Student Achievement Annual Report

**Board of Education
November 13, 2024**



AGENDA



Assessment Overview



Pandemic Recovery & District Comparisons



Response to Data & Systemic Action Steps



Focus Areas for Continuous Improvement & Accountability

Standardized Assessment Context

- The MSTEP, PSAT and SAT are given once a year. They represent a single snapshot at one moment in time.
- There is often some amount of bias present in all standardized assessments.
- The high stakes nature of the assessments creates some difficulties in measuring actual student knowledge.

Nevertheless, the assessments are a carefully conceived measure monitored over time, across all students. They importantly serve as a way to measure how well our system is serving our students, and via disaggregation, how well we are serving specific groups of students.

Standardized Assessment Context

A final note:

What we are presenting here is not cohort data and does not represent individual student growth. These results represent different groups of students each year and reflect the efficacy of the system and how it serves our students within discrete grade levels over time.

State of Michigan Required Assessments

MSTEP

PSAT

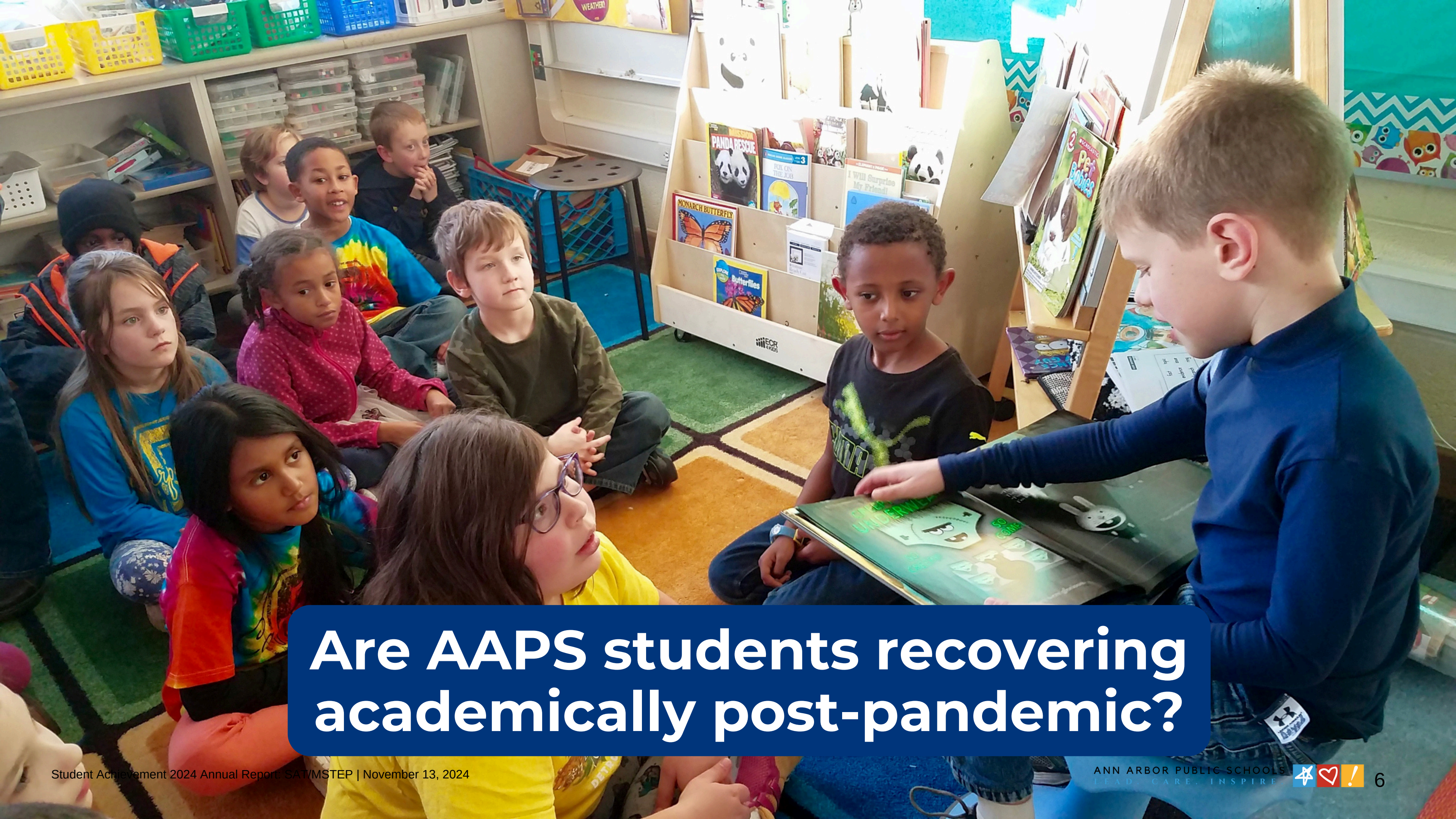
SAT

ELA **3-7**
MATH **3-7**
SCIENCE **5, 8, 11**
SOC STUDIES **5, 8, 11**

READING/WRITING **8**
MATH **8**

READING/WRITING **11**
MATH **11**

**Total of 20 CONTENT-SPECIFIC SUMMATIVE TESTS,
Excluding WIDA and MI-ACCESS**



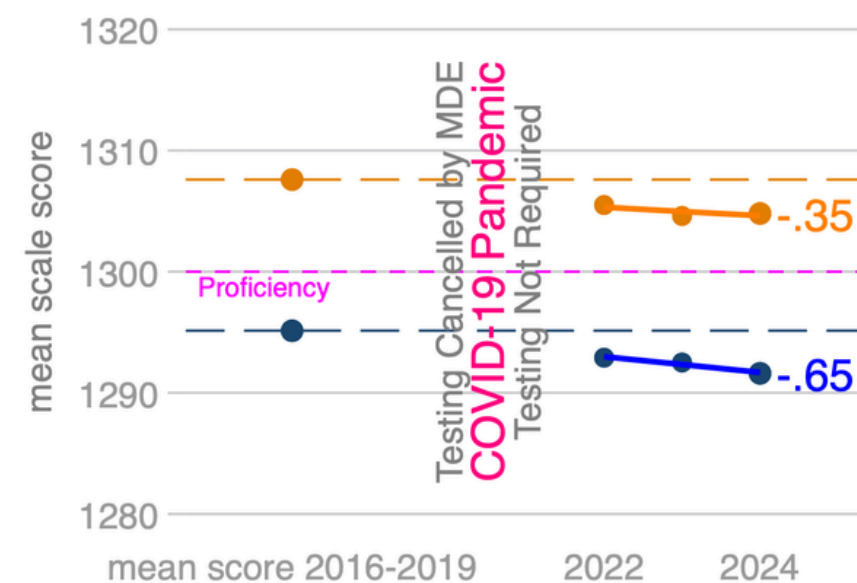
Are AAPS students recovering academically post-pandemic?

English Language Arts (ELA) State Testing

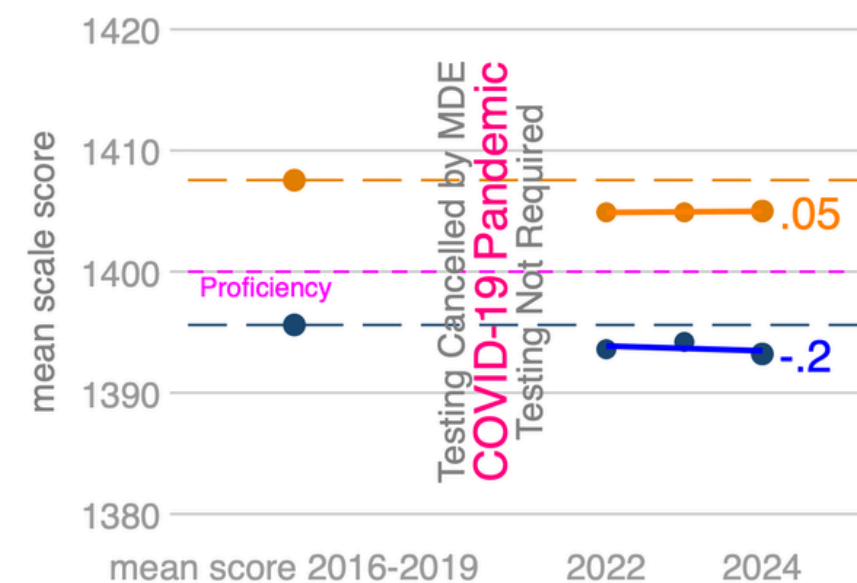
Pre-COVID Means v. Post-COVID Trends, Grades 3-8

● Ann Arbor Public Schools ● Michigan

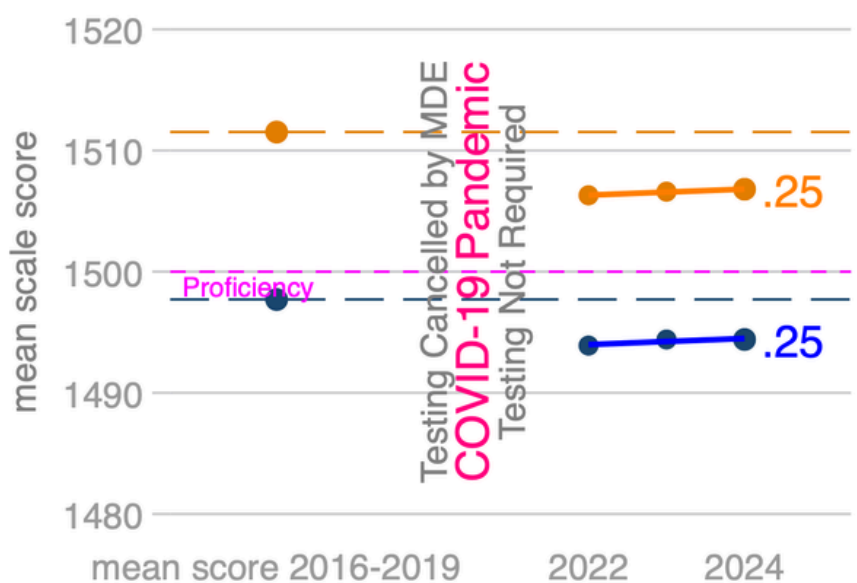
Grade 3 ELA M-STEP



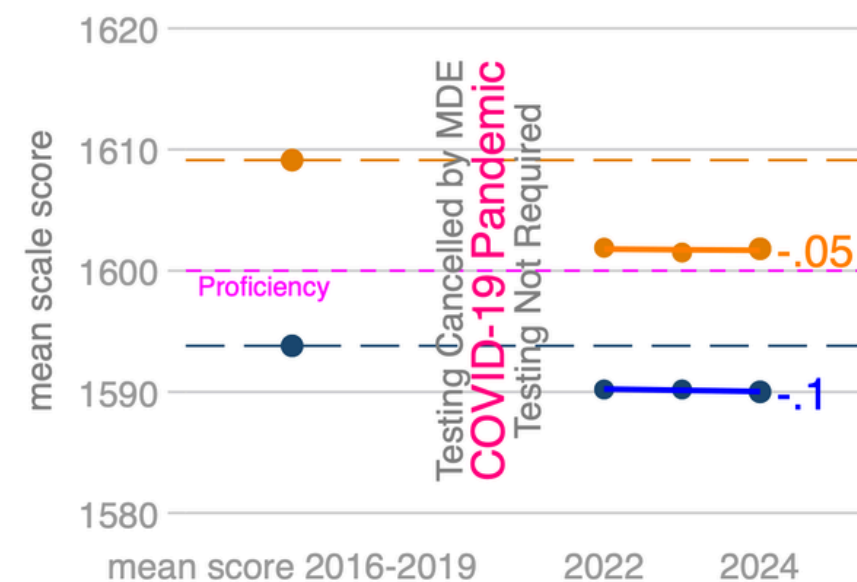
Grade 4 ELA M-STEP



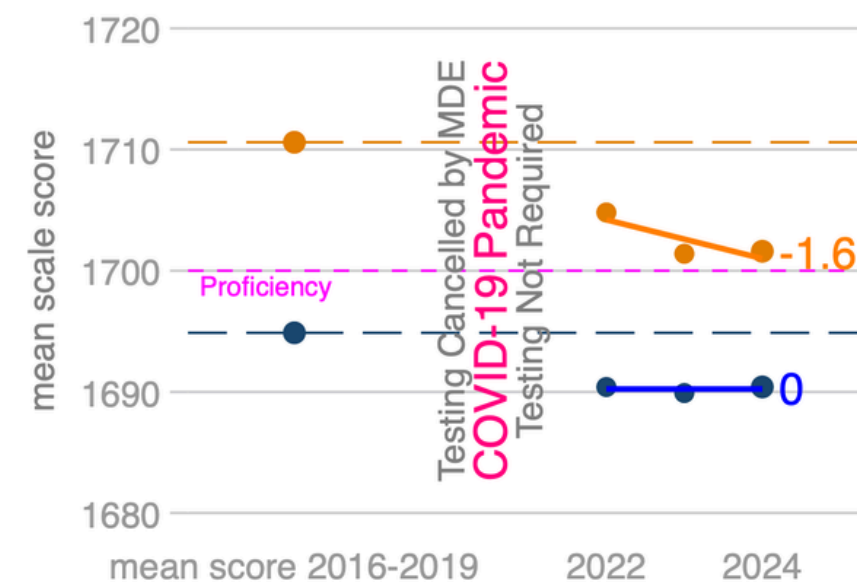
Grade 5 ELA M-STEP



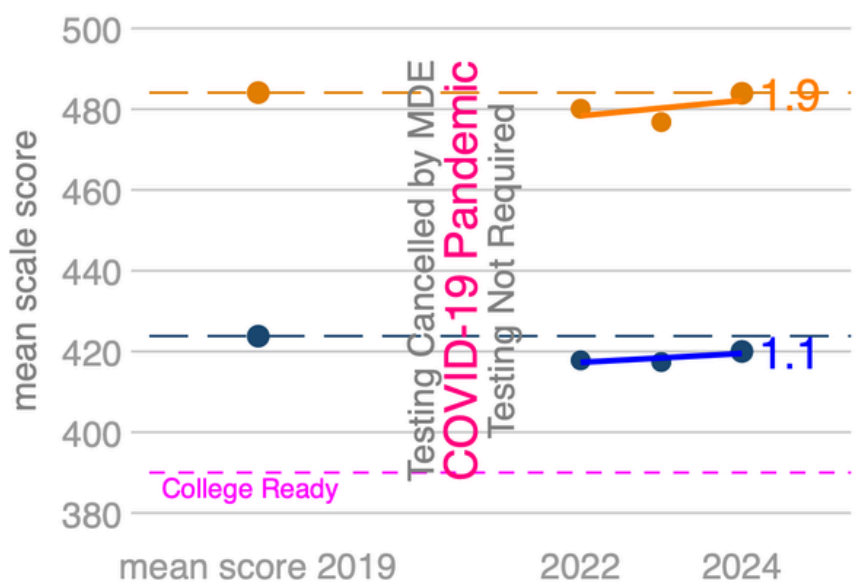
Grade 6 ELA M-STEP



Grade 7 ELA M-STEP



Grade 8 ELA PSAT



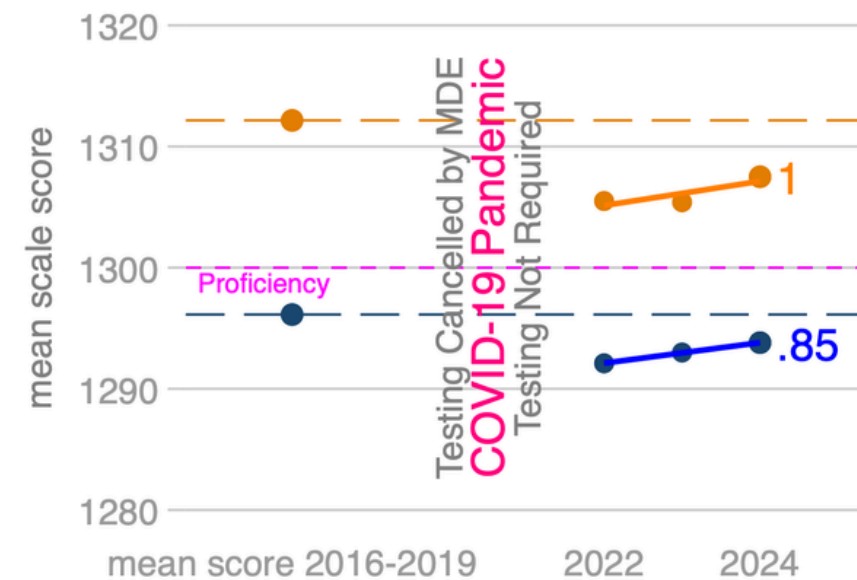
Source: mischooldata.org. Trend line calculations are author's own. PSAT 8 was first administered in Spring 2019. M-STEP tests are on a ~100 point scale. PSAT/SAT are on an ~600 point scale.

Math State Testing

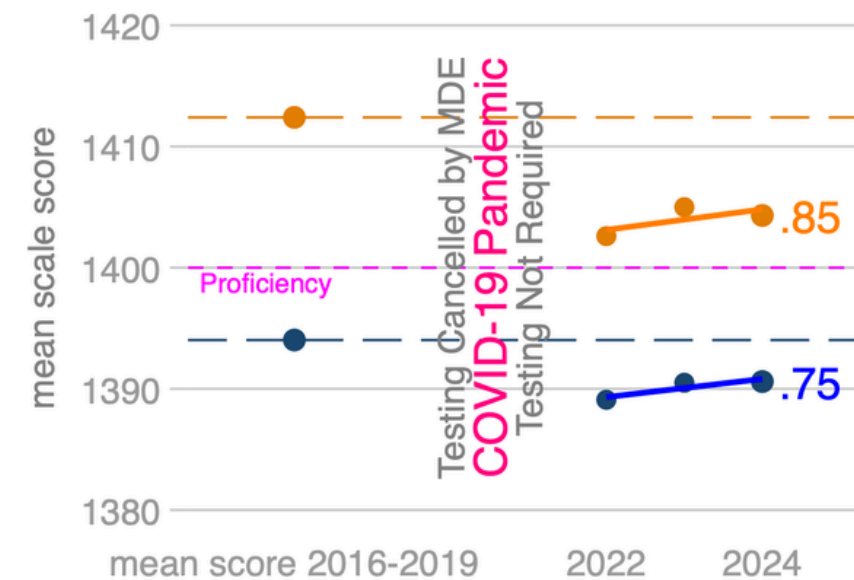
Pre-COVID Means v. Post-COVID Trends, Grades 3-8

● Ann Arbor Public Schools ● Michigan

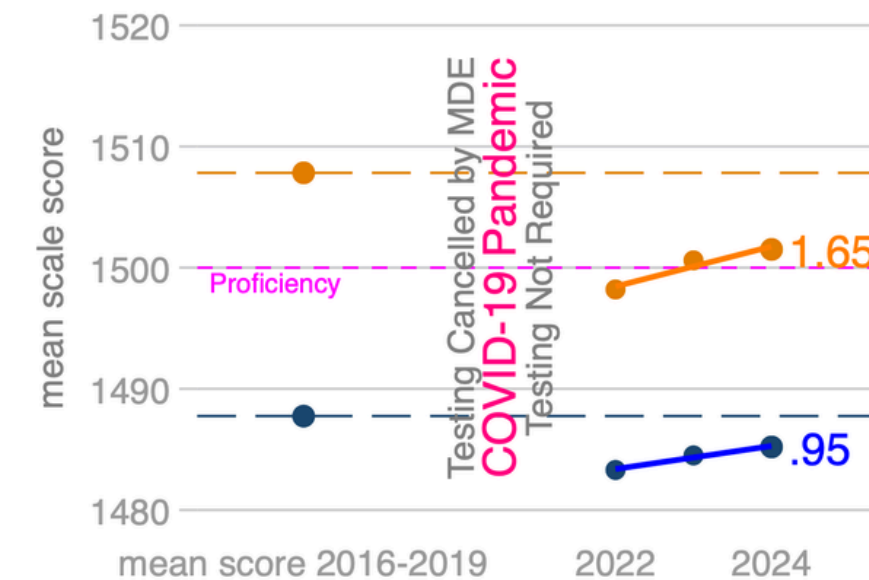
Grade 3 Math M-STEP



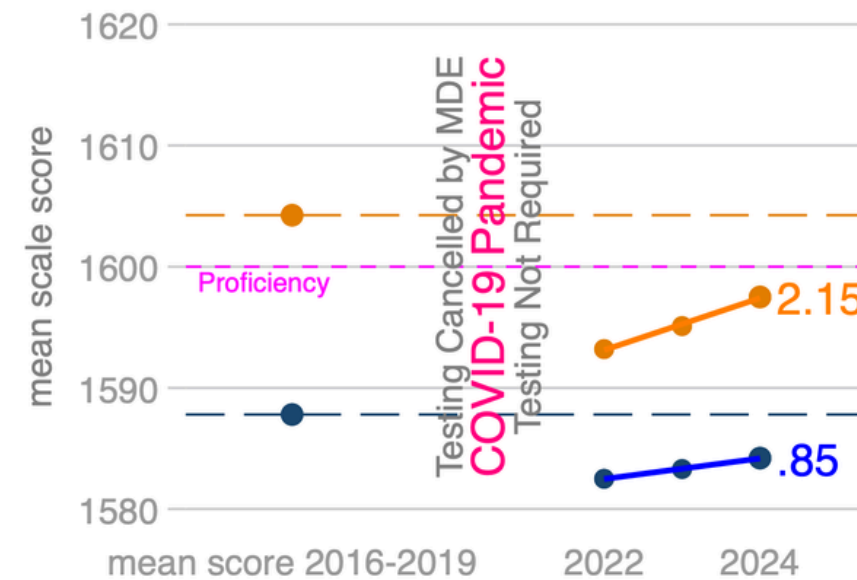
Grade 4 Math M-STEP



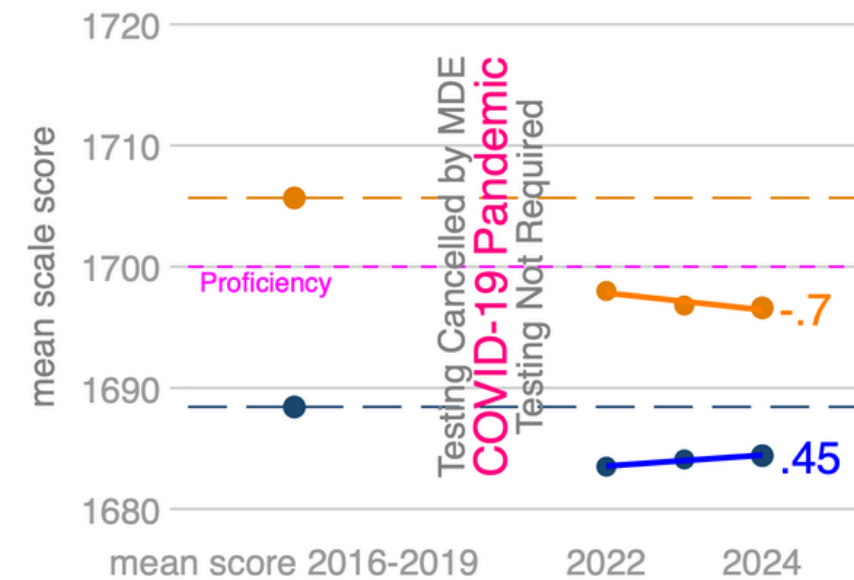
Grade 5 Math M-STEP



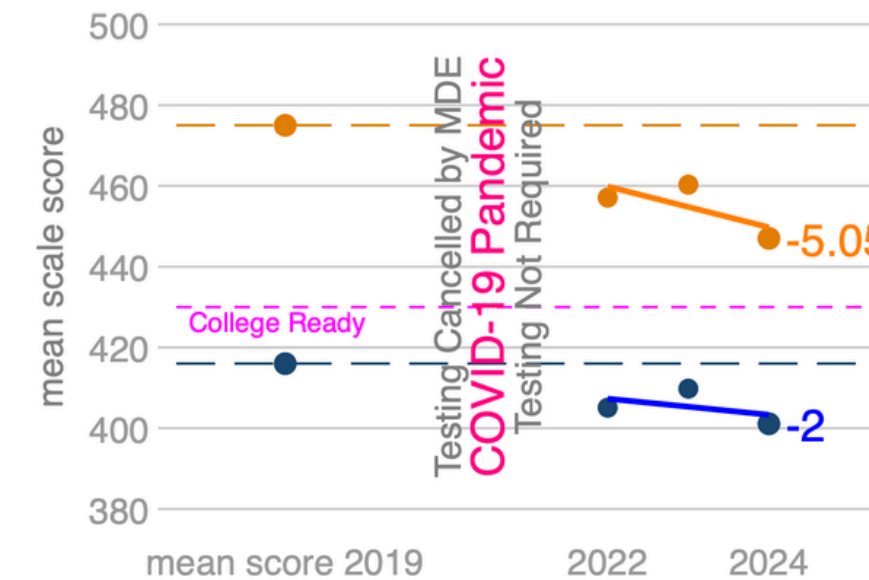
Grade 6 Math M-STEP



Grade 7 Math M-STEP



Grade 8 Math PSAT



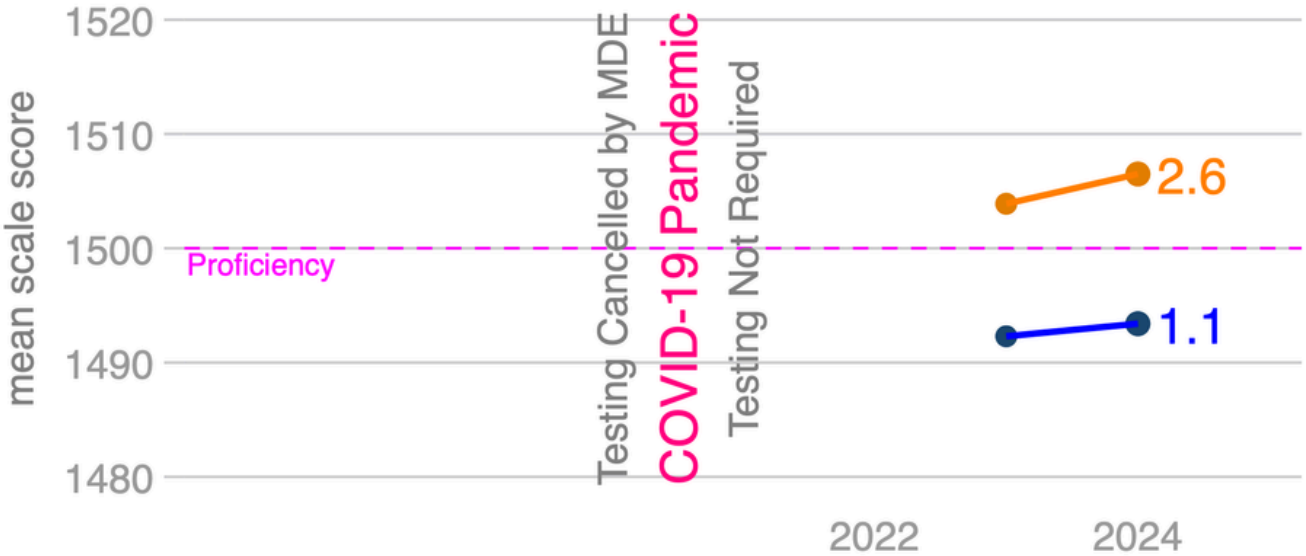
Source: mischooldata.org. Trend line calculations are author's own. PSAT 8 was first administered in Spring 2019. M-STEP tests are on a ~100 point scale. PSAT/SAT are on an ~600 point scale.

Science/Social Studies State Testing

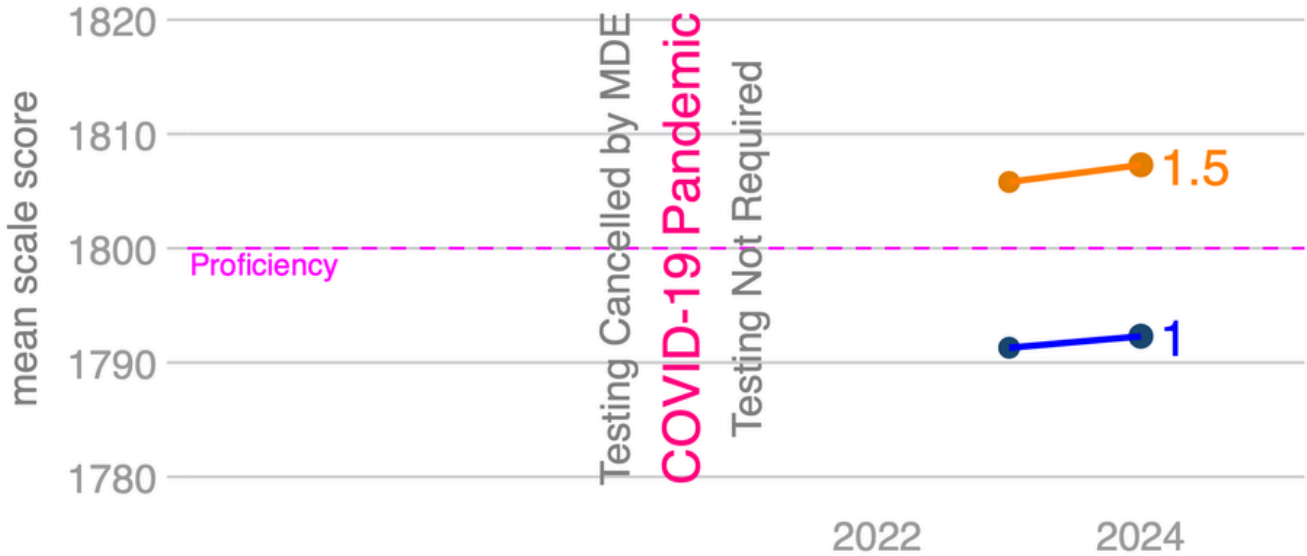
Pre-COVID Means v. Post-COVID Trends, Grades 5 and 8

● Ann Arbor Public Schools ● Michigan

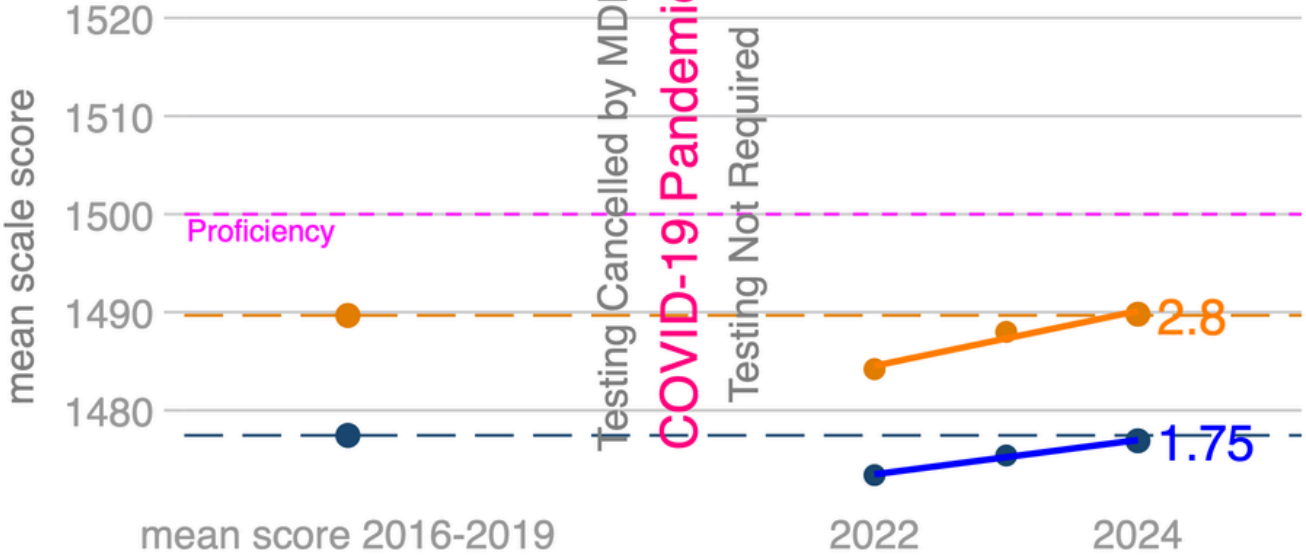
Grade 5 Science M-STEP



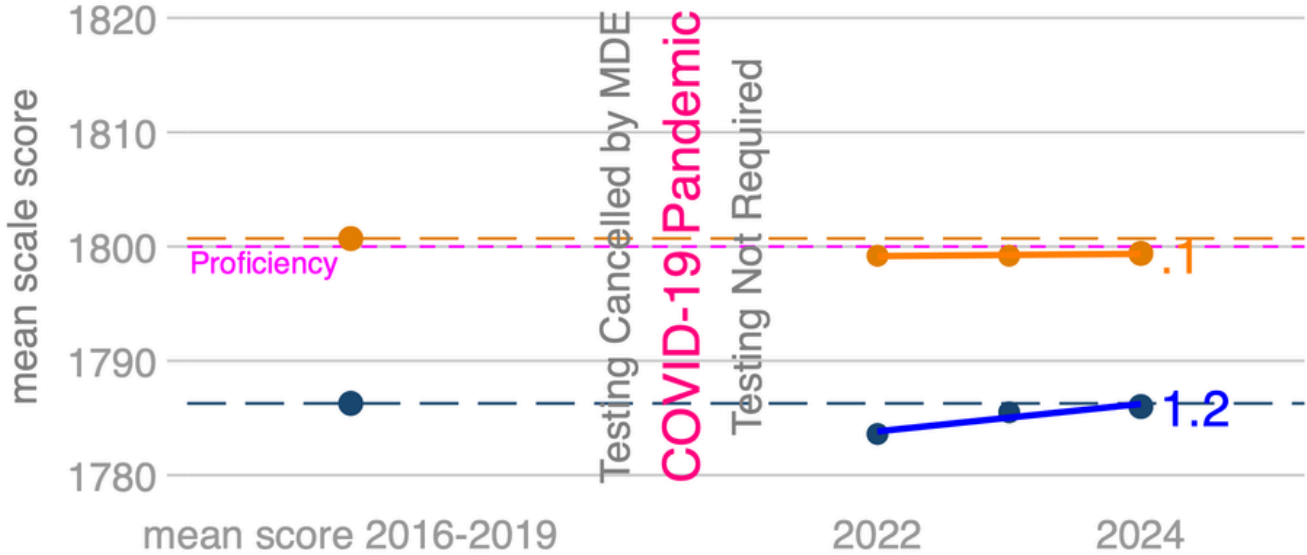
Grade 8 Science M-STEP



Grade 5 Social Studies M-STEP



Grade 8 Social Studies M-STEP



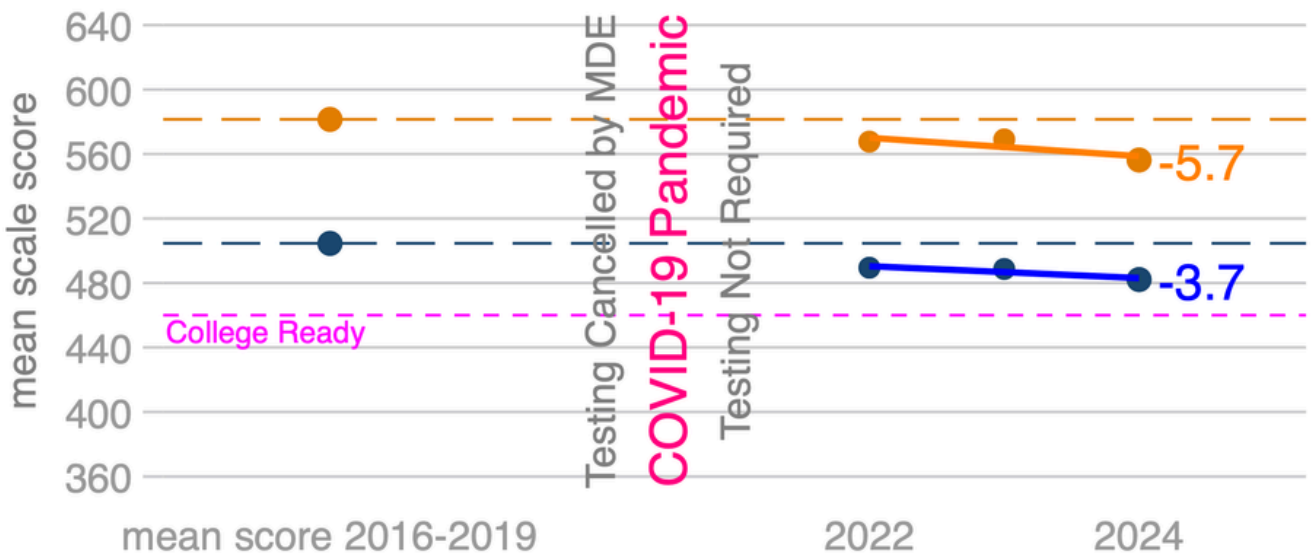
Source: mischooldata.org. Trend line calculations are author's own. PSAT 8 was first administered in Spring 2019. M-STEP tests are on a ~100 point scale. PSAT/SAT are on an ~600 point scale.

State Testing

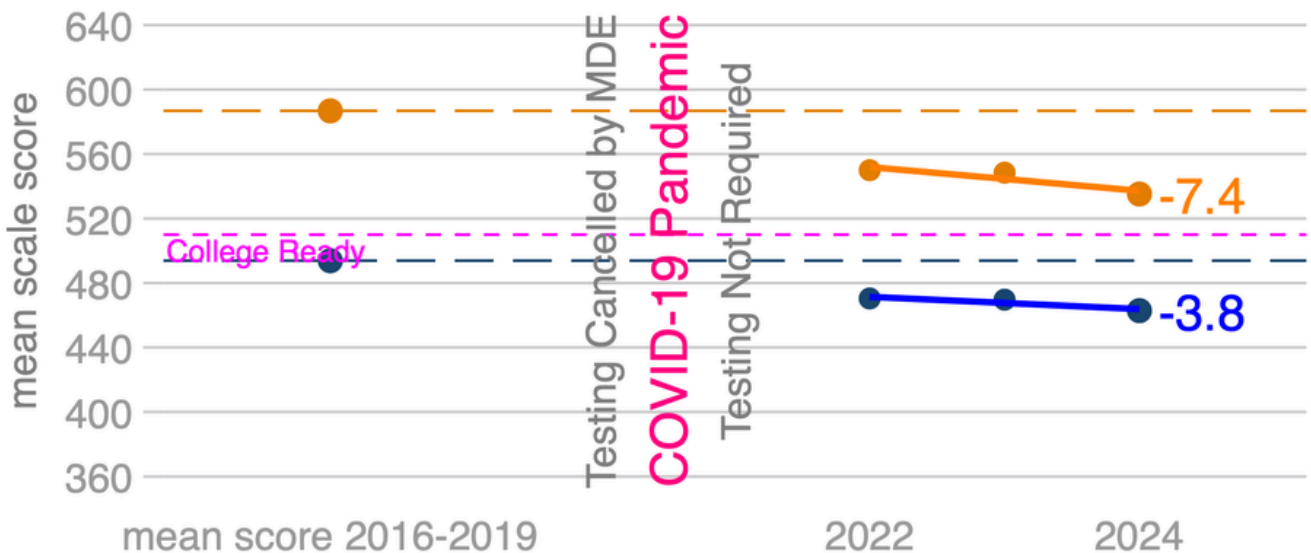
Pre-COVID Means v. Post-COVID Trends, Grade 11

● Ann Arbor Public Schools ● Michigan

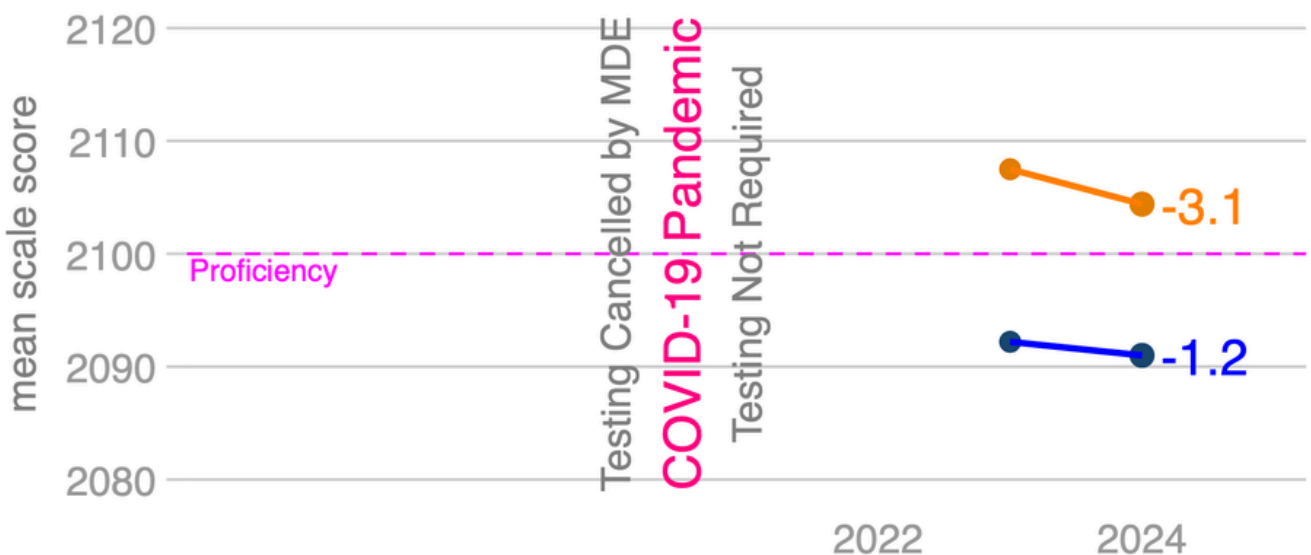
Grade 11 ELA SAT



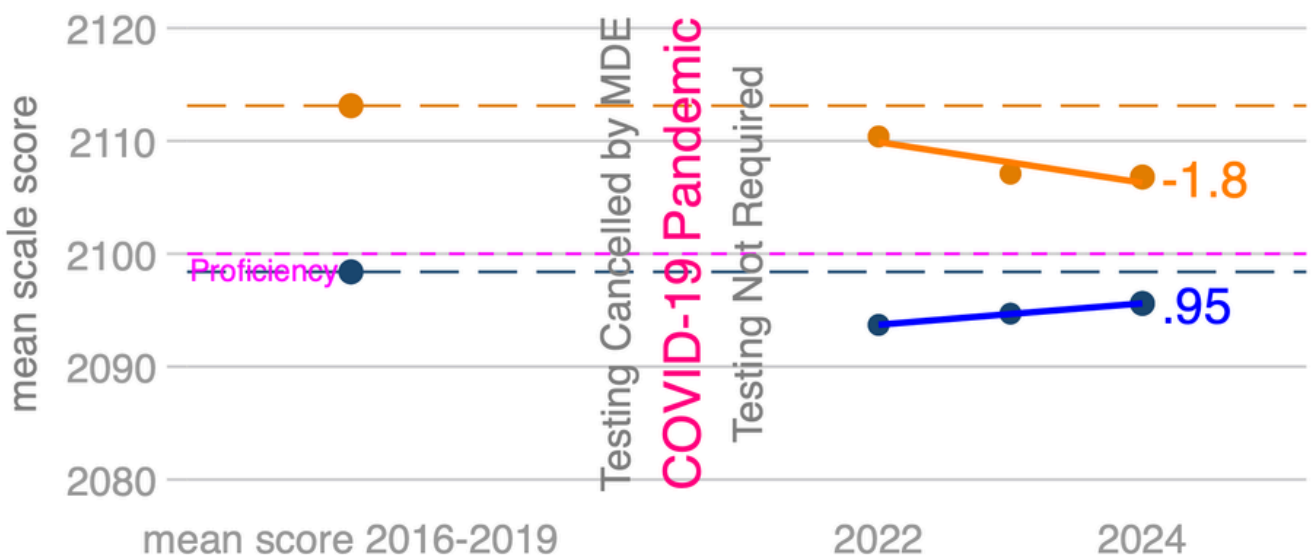
Grade 11 Math SAT



Grade 11 Science M-STEP



Grade 11 Social Studies M-STEP



Source: mischooldata.org. Trend line calculations are author's own. PSAT 8 was first administered in Spring 2019. M-STEP tests are on a ~100 point scale. PSAT/SAT are on an ~600 point scale.



AAPS STUDENT ACHIEVEMENT OVER TIME



AAPS shows recovery post-pandemic in Math grades 3-6; Social Studies grades 5 and 8; and at some points in our ELA distributions

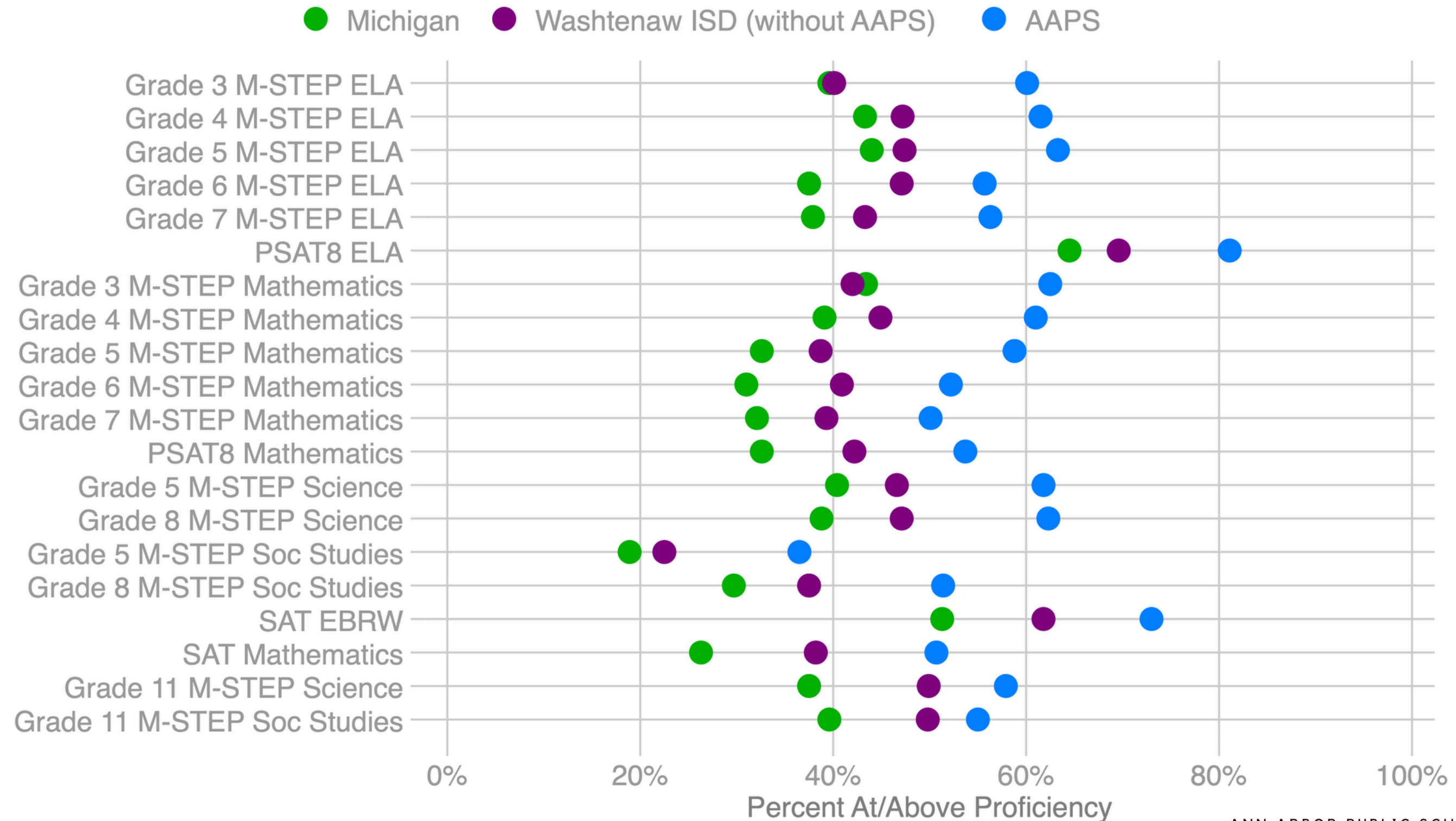


AAPS still has work to do towards recovery in Math grades 7, 8, and 11; Social Studies grade 11; and across many points in the ELA distributions that are stagnant or still moving downward



STATE - COUNTY - AAPS COMPARISON

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024 Demographic Group: All Students



Summary



AAPS percent proficient increased on 11 of the 20 (55%) tests between 2023 and 2024



AAPS maintained an overall level of performance higher than the State and the County

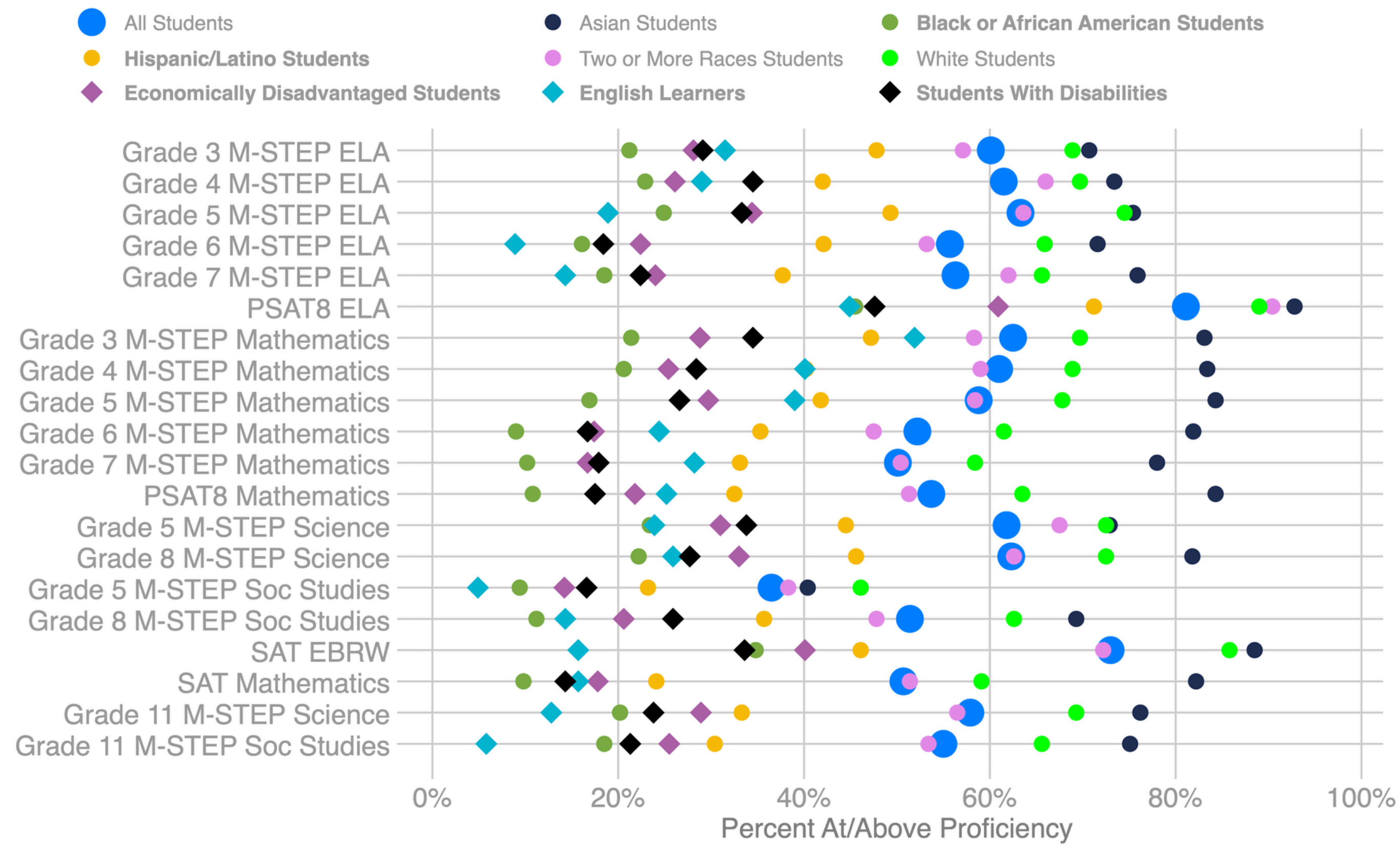


AAPS maintained a level of performance that puts us among the top performing Local Educational Agencies across the state of Michigan

How do we compare to the State and County in outcomes for historically underserved students?



AAPS State Testing Results by Student Demographics, 2024



AAPS State Testing Results by Student Demographics, 2024

ASIAN - BLACK - HISPANIC - TWO OR MORE RACES - WHITE

AAPS State Testing Results by Student Demographics 2024

			All Students		Asian Students		Black Students		Hispanic/Latinx Students		Two or More Races Students		White Students	
Test Type	Grade Level	Subject	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed
M-STEP	3	ELA	60.1	1231	70.7	164	21.2	132	47.8	136	57.1	163	68.9	636
M-STEP	4	ELA	61.5	1170	73.4	143	22.9	140	42.0	112	66.0	144	69.7	631
M-STEP	5	ELA	63.3	1246	75.4	167	24.9	173	49.3	150	63.6	154	74.5	601
M-STEP	6	ELA	55.7	1112	71.6	134	16.1	143	42.1	133	53.2	141	65.9	560
M-STEP	7	ELA	56.3	1216	75.9	145	18.5	168	37.7	154	62.0	137	65.6	611
PSAT	8	ELA	81.1	1150	92.8	152	45.5	176	71.2	111	90.4	115	89.0	591
M-STEP	3	Mathematics	62.5	1252	83.1	177	21.4	131	47.2	144	58.3	163	69.7	637
M-STEP	4	Mathematics	61.0	1186	83.4	151	20.6	141	40.2	117	59.0	144	68.9	633
M-STEP	5	Mathematics	58.8	1260	84.3	178	16.9	172	41.8	153	58.4	154	67.8	602
M-STEP	6	Mathematics	52.2	1120	81.9	138	9.0	145	35.3	136	47.5	141	61.5	559
M-STEP	7	Mathematics	50.1	1224	78.0	150	10.2	166	33.1	157	50.4	137	58.4	613
PSAT	8	Mathematics	53.7	1154	84.3	153	10.8	176	32.5	114	51.3	115	63.5	591
M-STEP	5	Science	61.8	1259	72.9	177	23.4	171	44.5	155	67.5	154	72.5	601
M-STEP	8	Science	62.3	1154	81.8	154	22.2	176	45.6	114	62.6	115	72.5	590
M-STEP	5	Social Studies	36.5	1260	40.4	178	9.4	171	23.2	155	38.3	154	46.1	601
M-STEP	8	Social Studies	51.4	1150	69.3	153	11.2	178	35.7	112	47.8	113	62.6	589
SAT	11	EBRW	73.0	1217	88.5	174	34.8	164	46.1	141	72.2	144	85.8	592
SAT	11	Math	50.7	1217	82.2	174	9.8	164	24.1	141	51.4	144	59.1	592
M-STEP	11	Science	57.9	1230	76.2	185	20.2	168	33.3	138	56.5	147	69.3	589
M-STEP	11	Social Studies	55.0	1228	75.1	185	18.5	168	30.4	138	53.4	146	65.6	588

AAPS State Testing Results by Student Demographics, 2024

ECONOMICALLY DISADVANTAGED - ENGLISH LEARNERS - STUDENTS WITH DISABILITIES

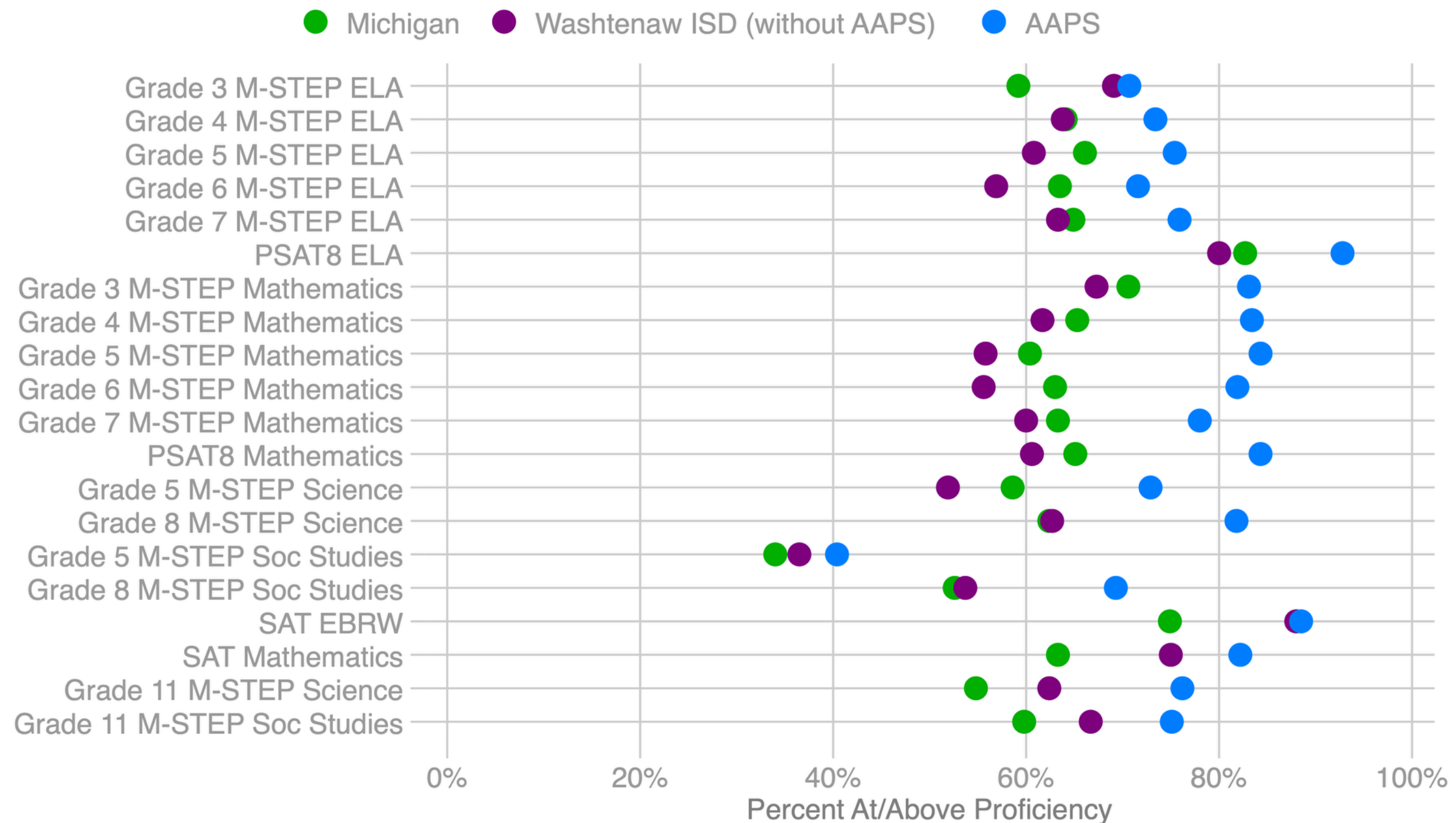
AAPS State Testing Results by Student Demographics 2024 (Continued)

Test Type	Grade Level	Subject	All Students		Economically Disadvantaged		English Learners		Students with Disabilities	
			Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed	Percent At/Above Proficiency Level	Number of Students Assessed
M-STEP	3	ELA	60.1	1231	28.1	349	31.5	168	29.1	172
M-STEP	4	ELA	61.5	1170	26.1	303	29.0	124	34.5	168
M-STEP	5	ELA	63.3	1246	34.4	355	18.9	122	33.3	162
M-STEP	6	ELA	55.7	1112	22.4	317	8.9	79	18.4	141
M-STEP	7	ELA	56.3	1216	24.0	350	14.3	112	22.4	152
PSAT	8	ELA	81.1	1150	60.9	320	44.9	107	47.6	143
M-STEP	3	Mathematics	62.5	1252	28.8	351	51.9	189	34.5	171
M-STEP	4	Mathematics	61.0	1186	25.4	307	40.1	142	28.4	169
M-STEP	5	Mathematics	58.8	1260	29.7	357	39.0	141	26.6	158
M-STEP	6	Mathematics	52.2	1120	17.4	321	24.4	86	16.7	144
M-STEP	7	Mathematics	50.1	1224	16.7	354	28.2	124	17.9	151
PSAT	8	Mathematics	53.7	1154	21.8	321	25.2	111	17.5	143
M-STEP	5	Science	61.8	1259	31.0	358	23.9	142	33.8	157
M-STEP	8	Science	62.3	1154	33.0	321	25.9	112	27.7	141
M-STEP	5	Social Studies	36.5	1260	14.2	358	4.9	142	16.6	157
M-STEP	8	Social Studies	51.4	1150	20.6	320	14.3	112	25.9	143
SAT	11	EBRW	73.0	1217	40.1	309	15.7	89	33.6	119
SAT	11	Math	50.7	1217	17.8	309	15.7	89	14.3	119
M-STEP	11	Science	57.9	1230	28.9	311	12.8	86	23.8	122
M-STEP	11	Social Studies	55.0	1228	25.5	310	5.8	86	21.3	122

STATE - COUNTY - AAPS COMPARISON

Asian

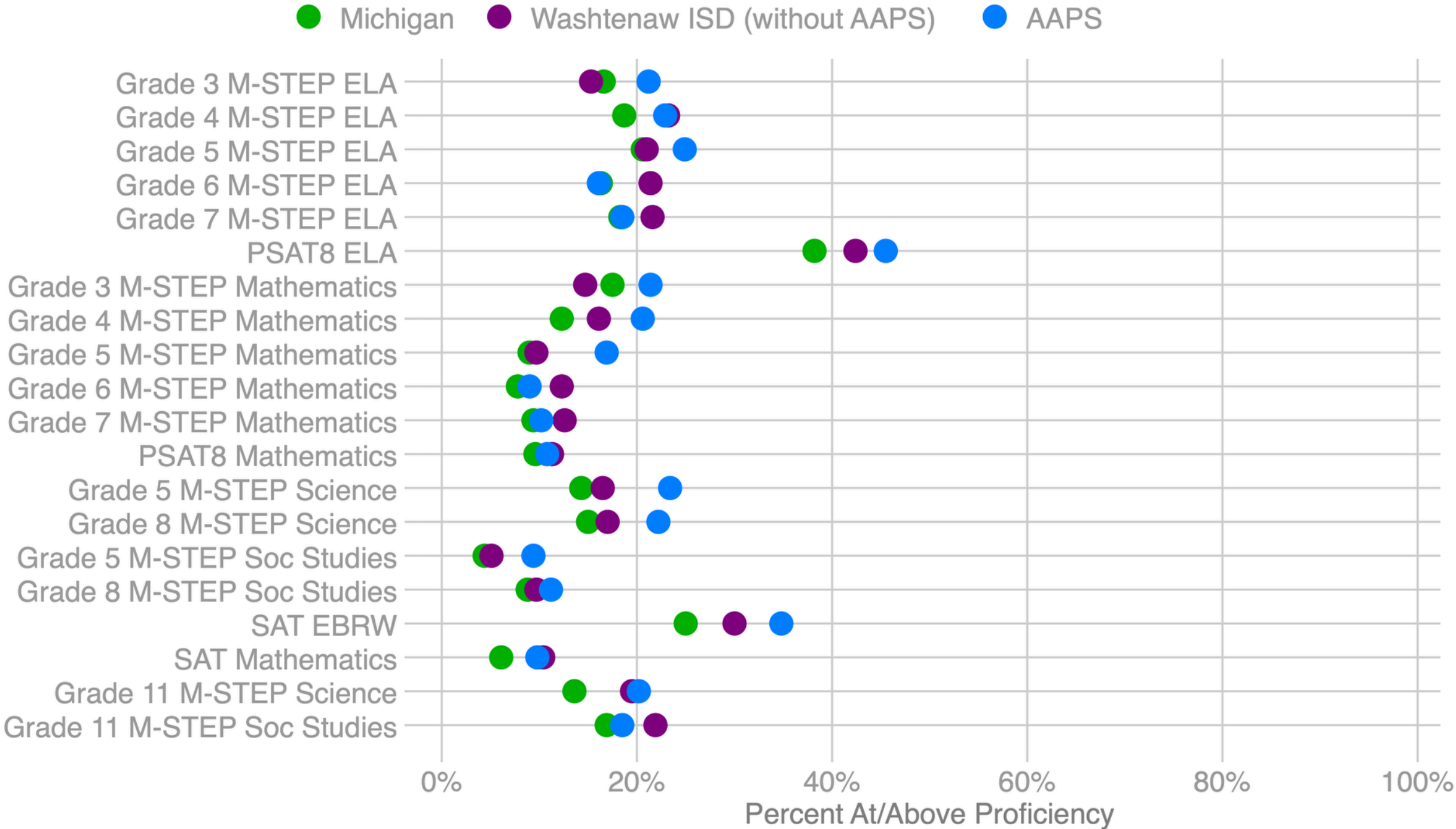
Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024 Demographic Group: Asian



STATE - COUNTY - AAPS COMPARISON

Black or African American

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: Black or African American

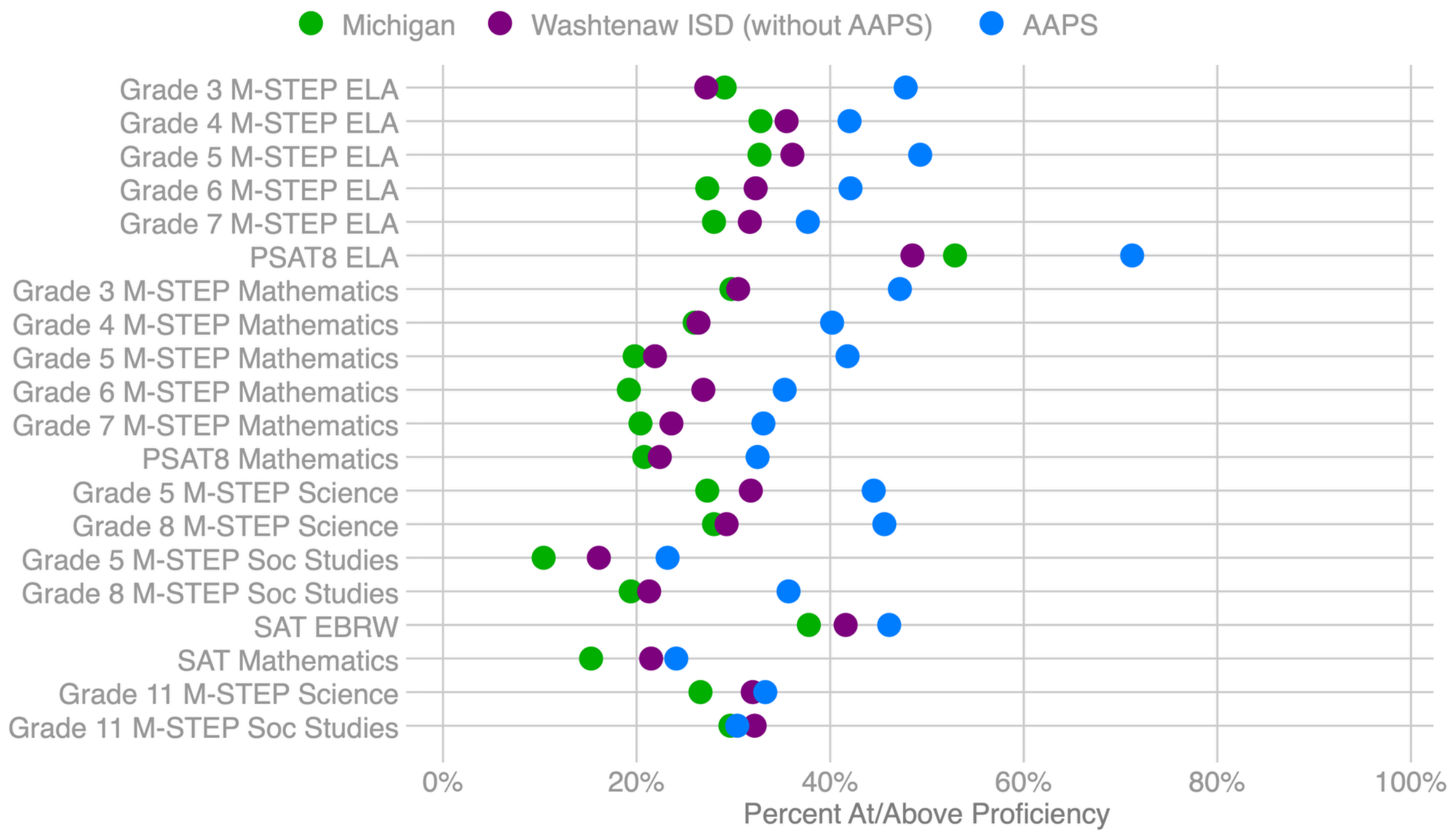


STATE - COUNTY - AAPS

COMPARISON

Hispanic/
Latino

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: Hispanic of Any Race

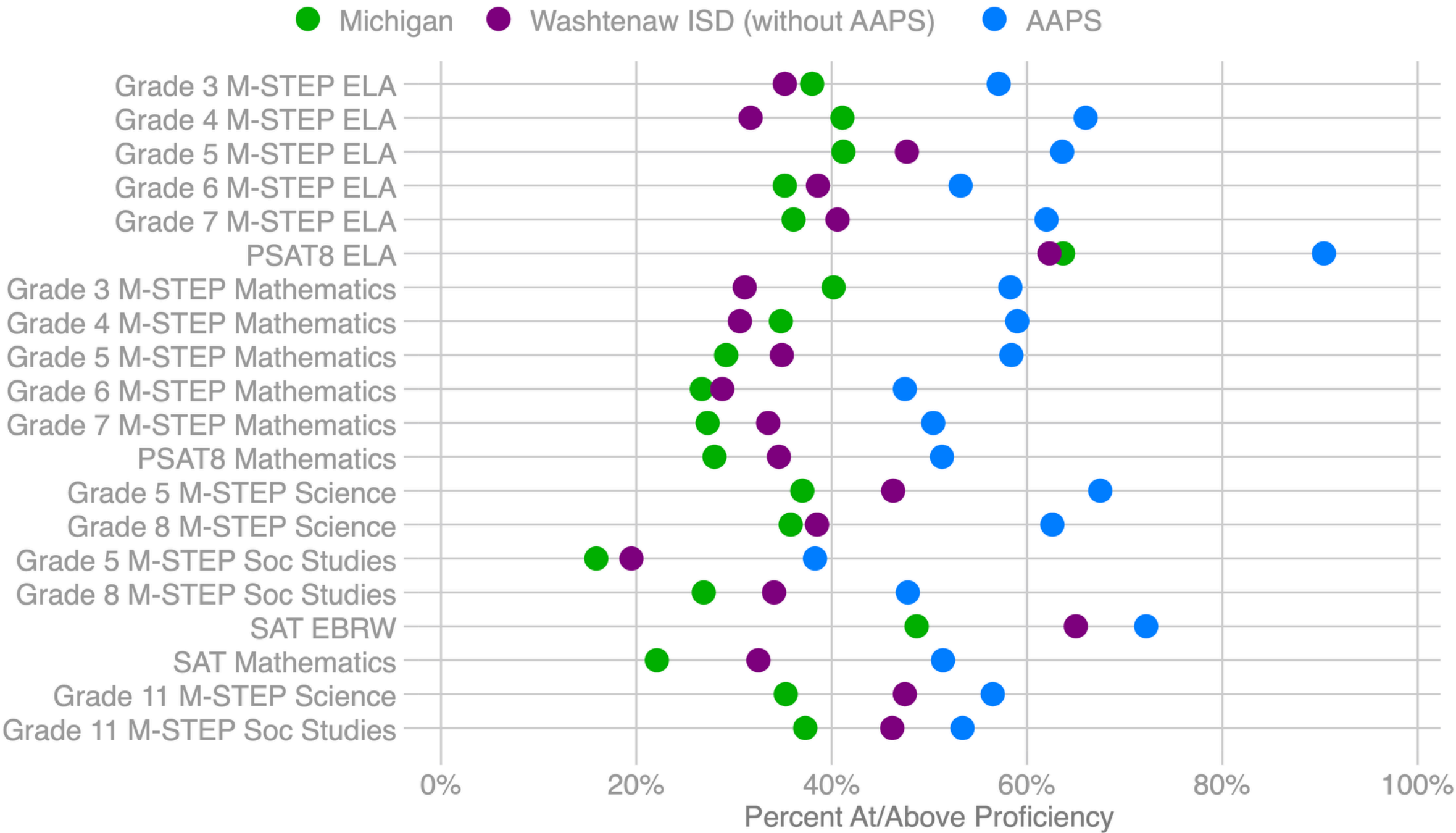


STATE - COUNTY - AAPS

COMPARISON

Two or
More Races

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: Two or More Races

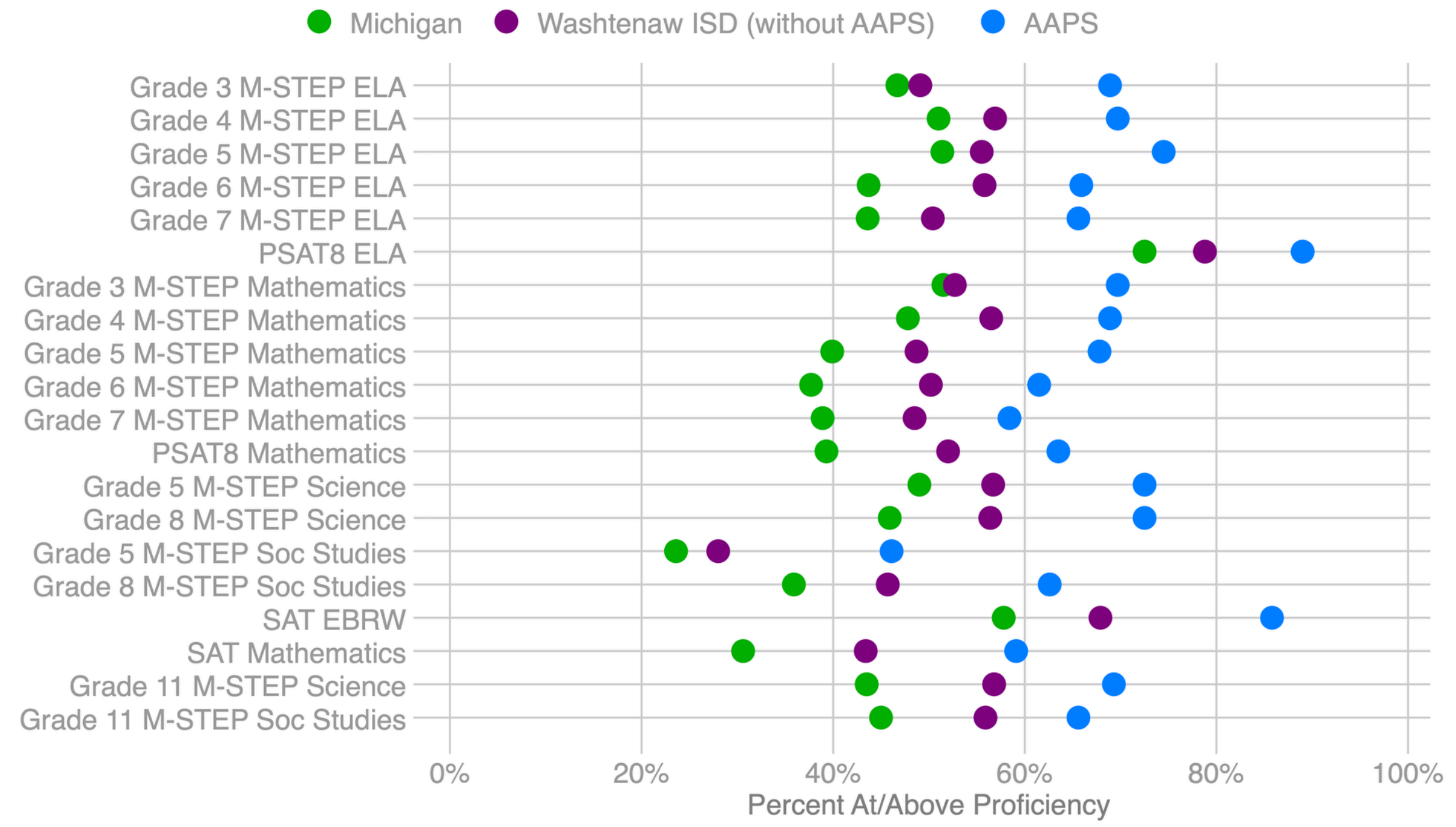


STATE - COUNTY - AAPS

COMPARISON

White

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: White

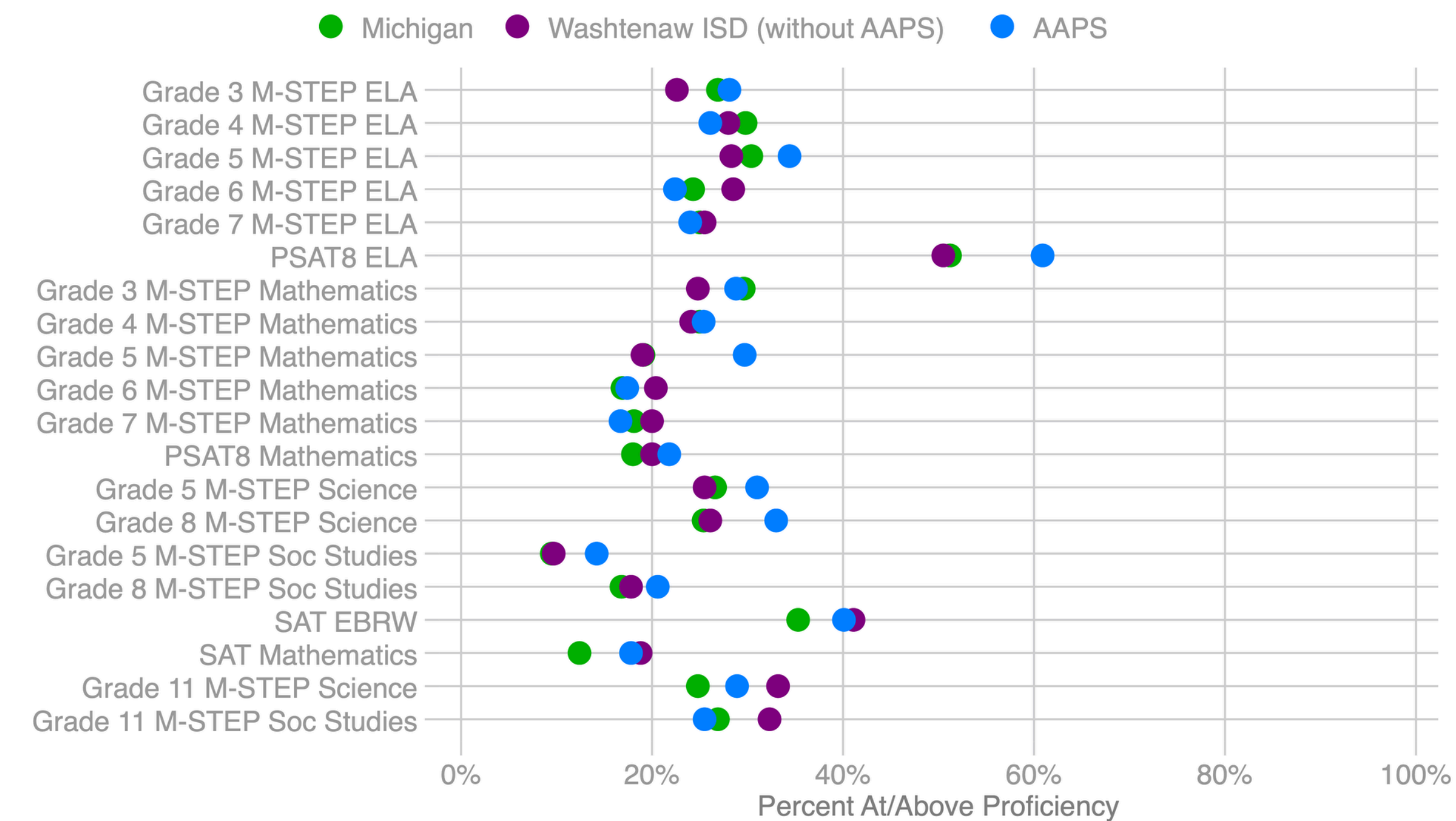


STATE - COUNTY - AAPS

COMPARISON

Economically Disadvantaged

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: Economically Disadvantaged

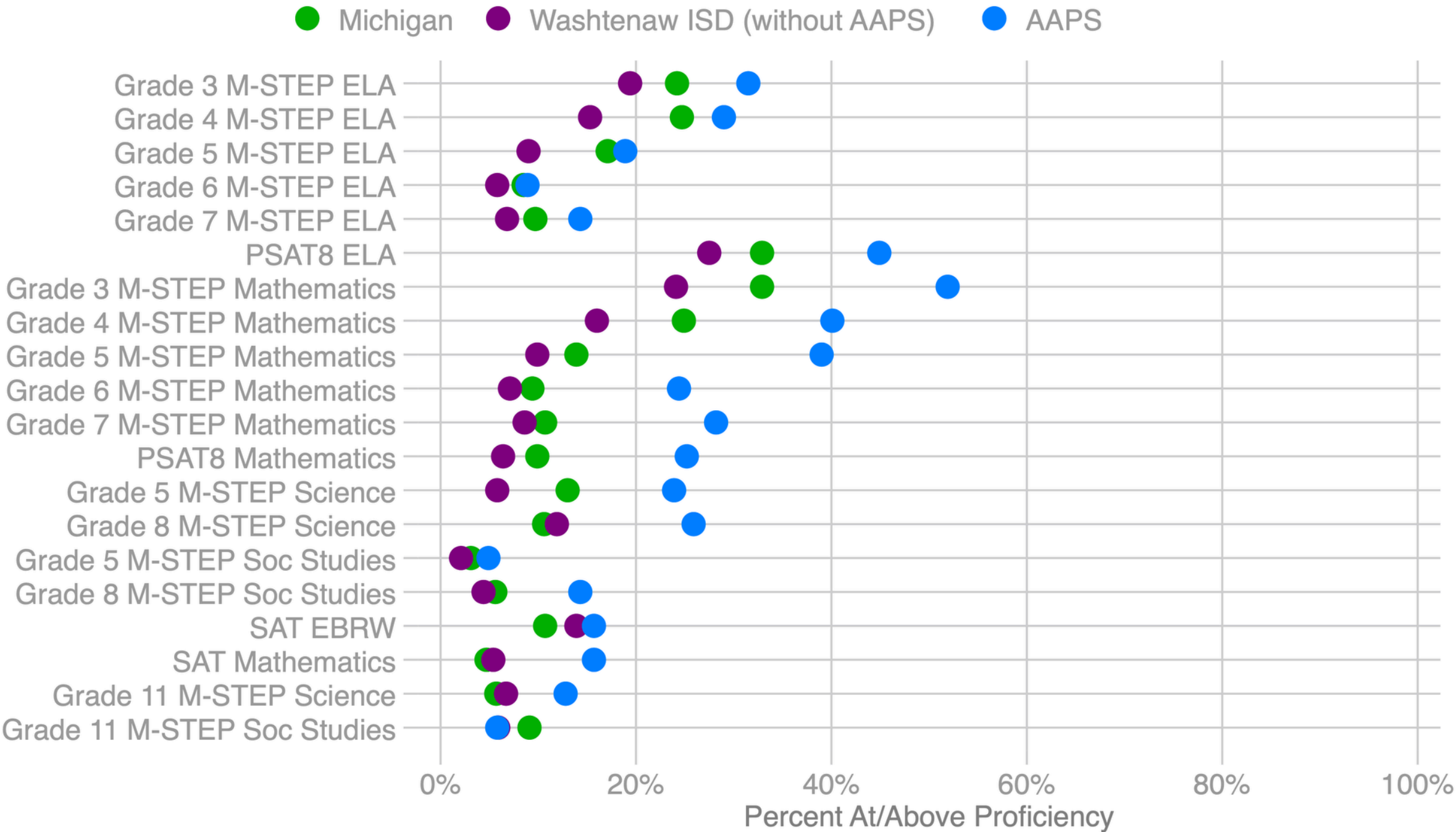


STATE - COUNTY - AAPS

COMPARISON

English
Learners

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: English Learners

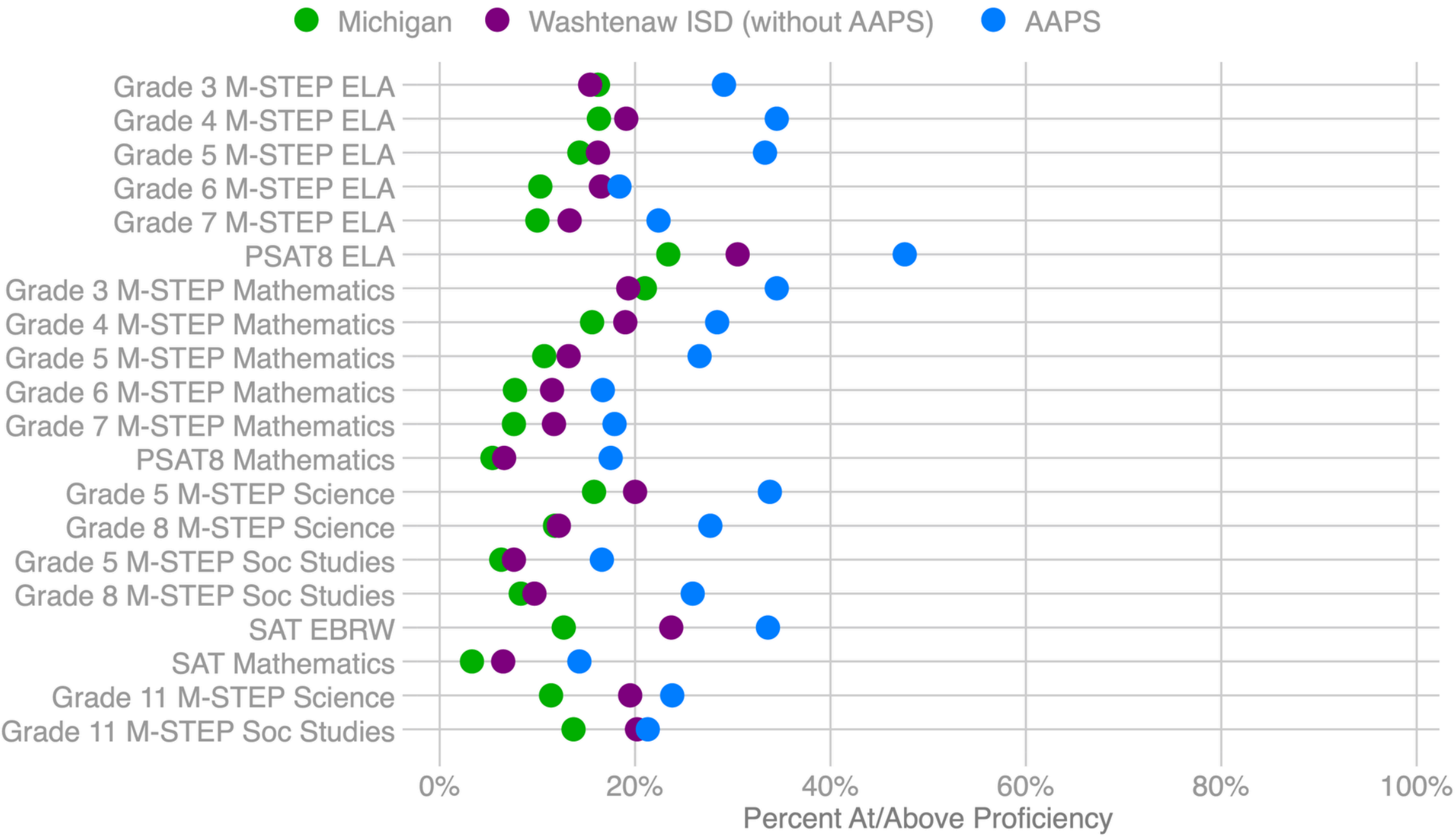


STATE - COUNTY - AAPS

COMPARISON

Students
with
Disabilities

Michigan, Washtenaw ISD, and AAPS State Testing Results, 2024
Demographic Group: Students With Disabilities



STATE - COUNTY - AAPS

COMPARISON SUMMARY



AAPS demographic outcomes mirror the trends of the State and the County.



AAPS outperforms the State and the County on all tests in the following demographics:

- **Asian**
- **White**
- **Two or More Races**
- **Hispanic/Latino (exception: Social Studies, 11)**
- **English Learners (exception: Social Studies, 11)**
- **Students with Disabilities**

One More Look at AAPS Achievement Results by Student Demographics

AAPS State Testing Results by Student Demographics, 2024

Focus Areas

- Hispanic/Latino Students

● Black or African American Students

◆ Economically Disadvantaged Students

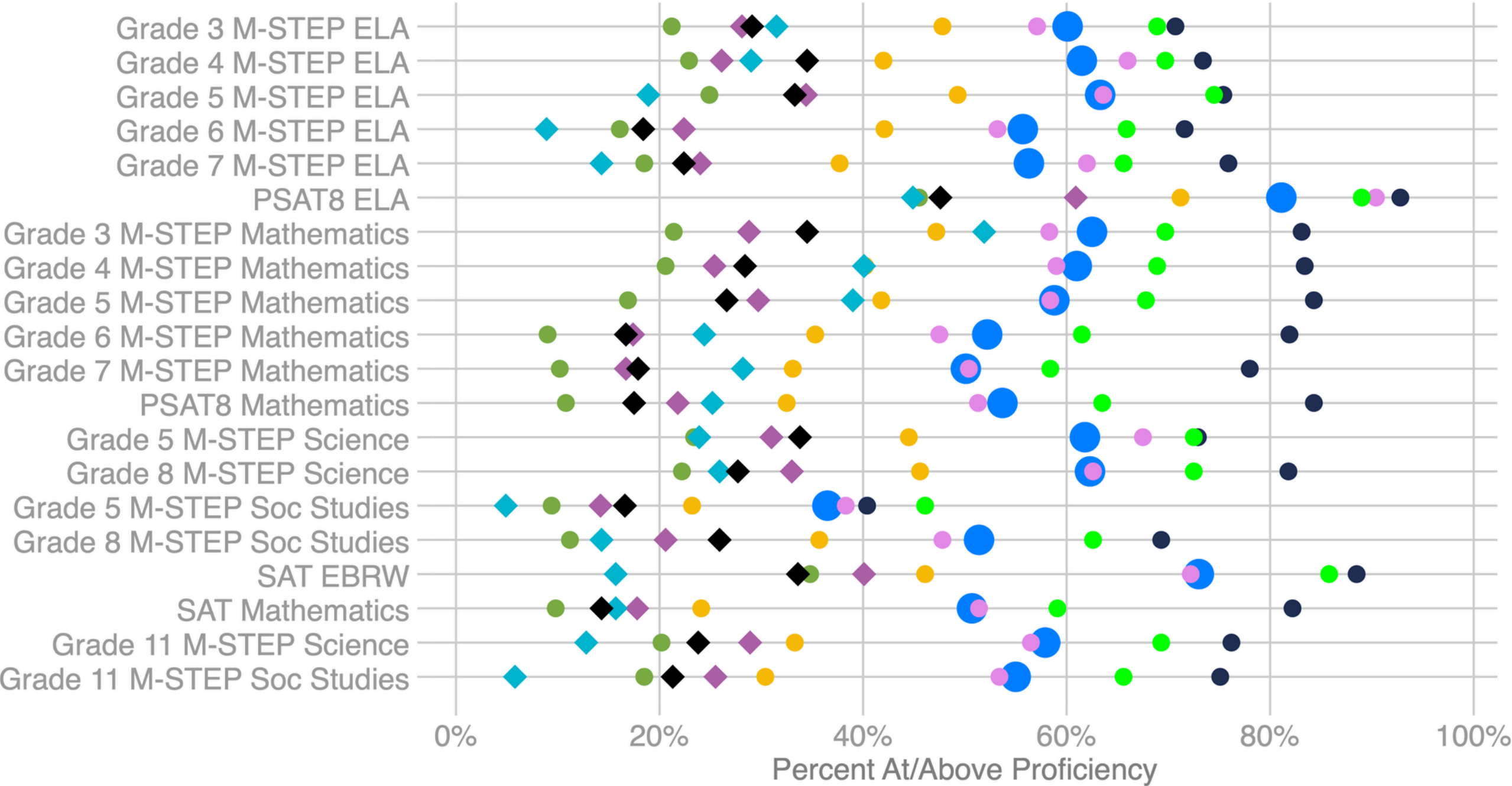
◆ English Learners

◆ Students with Disabilities
- All Students

● Asian Students

● Two or More Races Students

● White Students



STUDENT ATTENDANCE PRE- AND POST-COVID

Across every student demographic group, mean attendance rates have dropped post-pandemic.

Student Group	Mean Attendance Rate 2015-16 through 2019-20	Mean Attendance Rate 2020-21	Mean Attendance Rate 2021-22 through 2023-24	Based on 180-day Academic Year, mean days less attended
All Students	94.3%	96.6%	88.0%	11.2
Asian	95.3%	98.0%	89.8%	9.9
African American	92.6%	93.0%	83.2%	16.8
Hispanic of Any Race	93.7%	95.8%	87.6%	11.0
Two or More Races	94.0%	96.6%	87.5%	11.7
White	94.5%	97.3%	89.1%	9.8
Economically Disadvantaged	92.1%	93.4%	83.7%	15.2
Not Economically Disadvantaged	95.0%	97.6%	89.7%	9.6
English Learners	94.5%	96.7%	88.2%	11.3
Not English Learners	94.2%	96.5%	88.0%	11.2
Students With Disabilities	92.0%	93.8%	84.7%	13.1
Students Without Disabilities	94.6%	97.0%	88.6%	10.8

Source: mischooldata.org, calculations are author's own.

SUMMARY



AAPS has historically seen attendance variances between different student groups.



Across every demographic group, mean attendance rates have dropped post-pandemic.



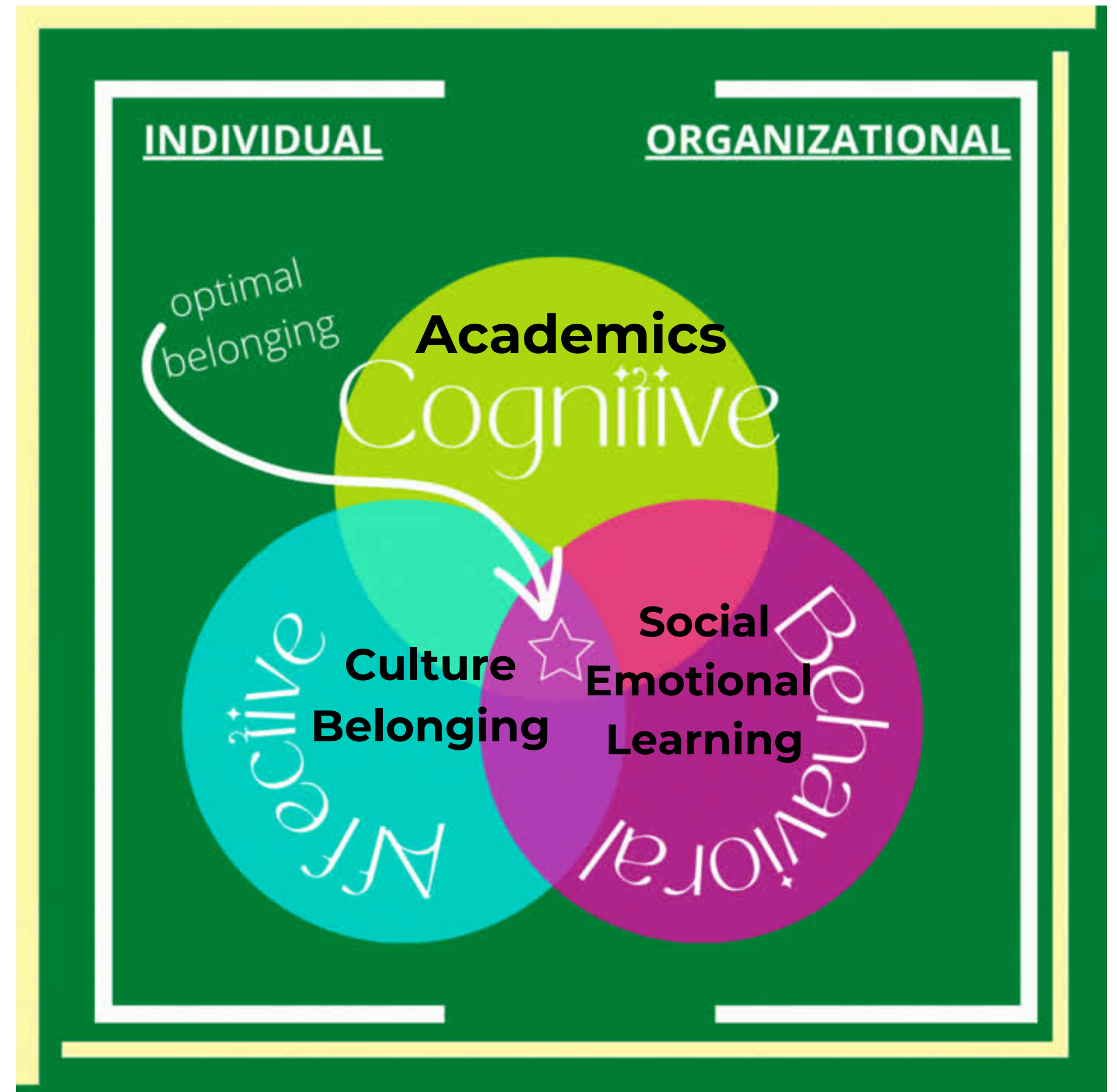
The mean decreases were greater among some demographic groups than others, particularly among African American, Economically Disadvantaged, and Students with Disabilities.

Systemic Actions to Ensure that All Students Succeed in the AAPS



A system consists of its people, its practices, its culture.

Systemic change is both an individual and an organizational responsibility.



Sense of Belonging: Changing Institutions, Not Just Individuals

MTSS Multi-Tiered Systems of Support

A coherent continuum of system-wide practices with an array of responses to ensure student **academic** and **behavioral** success, with frequent **data-based monitoring** for instructional **decision-making** to guide ongoing skill development from the foundation of student assets .





Identity

How students (and adults) view themselves as individuals and as part of the world around them. Having a healthy sense of identity buffers against negative or traumatic experiences and contributes to positive academic, social, and emotional outcomes.

Agency

Feeling empowered to make choices and take actions that produce a positive difference. Agency helps young people make choices about learning and career goals, overcome personal challenges, and shape the course of their lives.

Belonging

The experience of acceptance, respect, and inclusion within a group or community. Having a sense of belonging is critical to well-being, motivation, and achievement.

Collaborative Problem Solving

The ability to build shared understanding and work together to come to solutions by pooling knowledge, skills, and efforts.

Curiosity

The pursuit of knowledge and different perspectives and contributes to attention, engagement, and learning.

SOCIAL EMOTIONAL LEARNING



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The TRAILS SEL curriculum uses brief classroom lessons to help students learn to manage strong emotions, make responsible decisions, and build healthy relationships, social and emotional skills.



SYSTEMIC CHANGE WHOLE CHILD

Social Emotional Learning

District-wide  **TRAILS**[®] SEL curriculum K-12 professional learning and Implementation

Student Mental Health

Social, Academic, and Emotional Behavior Risk Screener[®] (SAEBRS) - Identify and monitor Individual students and demographic groups in need of support

Rhithm[®] - Immediate feedback, quick checks on the well being of students

Care Solace[®] - Wrap around support for students, staff member and family in need

Bridge Team - services for students, liaison support, care coordination

TRAILS CBT[®] and **Suicide Prevention**[®]

NUMBER 1 FACTOR HIGH QUALITY TEACHING

What does high quality, culturally relevant teaching require?

High
Quality, Culturally
Affirming, Rigorous
Curriculum



Equity Mindset
Centered Professional
Learning
& Coaching



Engaging,
Affirming,
Equitable Practices



The AAPS curriculum maps are available to the public via the [AAPS website](#).

ELA

K-5 Reading Pilot in Progress

Phonics/Phonemic Awareness Adoption

Infusion of Diverse Novels

Effective Intervention Tools - Lexia/PowerUP[®]

MATH

Algebra 1 & 2, Geometry Adoption

Add+vantage Math Instructional Practices and Intervention Resources

Effective Intervention Tools - Dreambox[®]
Delta Math Rtl[®]

SCIENCE

6-8 Open Sci Ed[®] Adoption

Inquiry and Phenomena Based

Biology, Environmental Science, Physics In Progress

SOC. STUD.

Diverse Perspectives

Place-based Unit Development - Local AAPS History

99d Grant Indigenous Peoples Unit Development

AAPS PROFESSIONAL LEARNING

ENGAGE

AFFIRM

Instructional Practices:

- Universal Design for Learning
- Active Engagement
- Multilingual Learners
- Curriculum Implementation
- Add+Vantage Math[®]
- Language Essentials for Teachers of Reading and Spelling (LETRS)[®]
- Orton Gillingham[®]
- Adolescent Accelerated Reading Initiative (AARI)[®]

Cultural Literacy Development

- *We Got This*
- *Archeology of Self*
- *Culture of Love*

Accessibility and Personalization:

- Schoology[®]
- Read & Write/Snap & Read[®]
- Lexia/PowerUp[®]
- Dreambox[®]
- Delta Math Rtl[®]

CHALLENGE

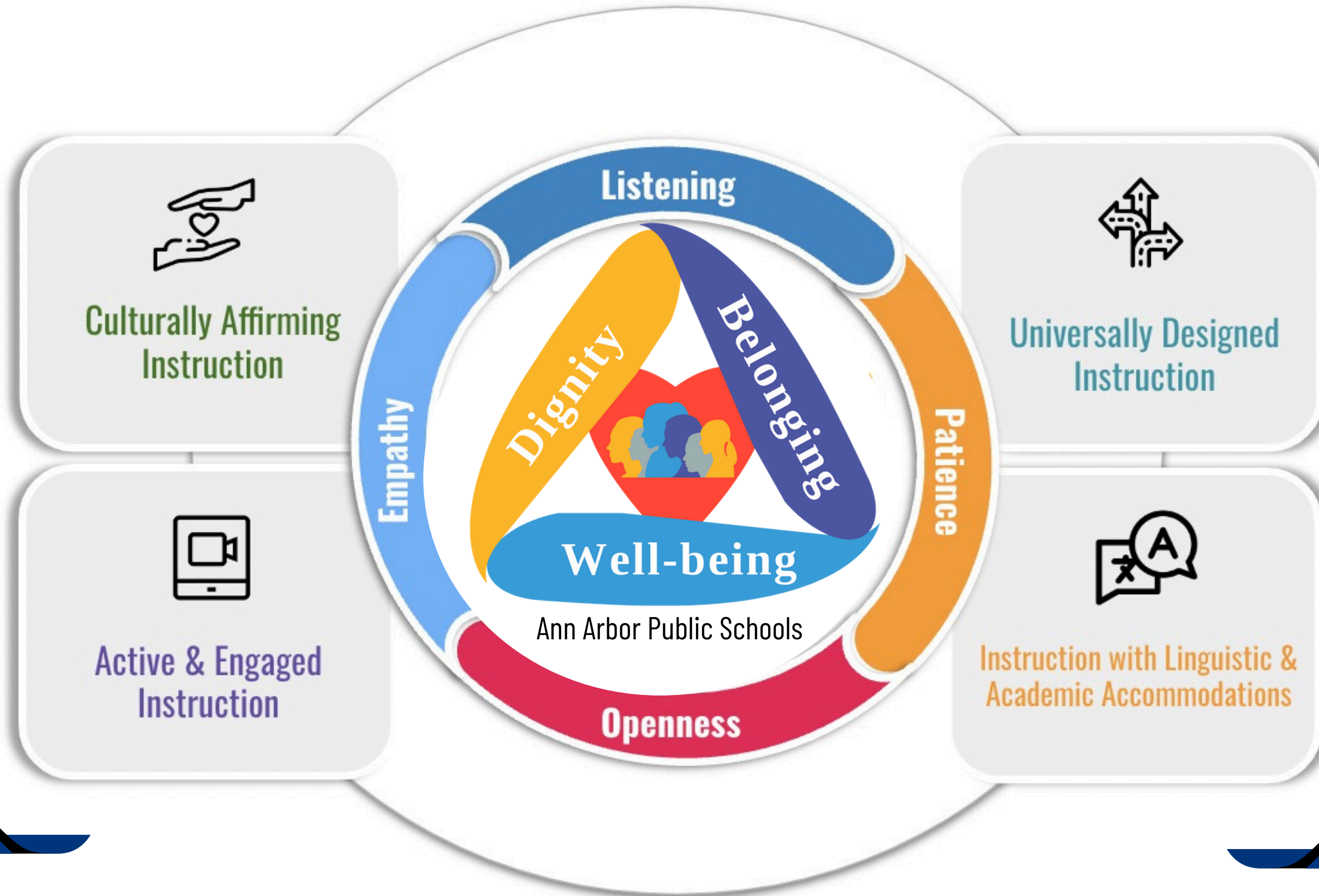
REPRESENT

and more...

ENGAGE

AFFIRM

EFFECTIVE PRACTICES: ACCESS, ENGAGEMENT, INCLUSION



REPRESENT

CHALLENGE

FOCUS ON STUDENT ENGAGEMENT

Dimensions of Engagement



Behavioral

A student who is only behaviorally engaged may go through the motions of schooling.



Cognitive

A student who is cognitively but not effectively engaged may lack the will to persist when learning gets more difficult.



Affective

And a student who is only emotionally engaged may feel a great interest in the subject but put forth little effort.



**Truly engaged learners draw on
all three dimensions.**

ADDRESSING THE RESOURCE GAP FOR STUDENTS EXPERIENCING POVERTY

Research on supporting students living in poverty underscores several effective strategies that can promote their success in school.

- ✓ High quality, culturally affirming, rigorous, engaging instruction.
- ✓ Strong relationships and social emotional learning
- ✓ Student engagement through access to resources, extracurricular activities and student organizations.
- ✓ Early interventions and academic supports

Poverty is one of the most predictive factors of student success.

SEL/BEHAVIORAL INTERVENTION

- ✓ **Achievement Team**
- ✓ **Building Response Teams**
- ✓ **Social, Academic, and Emotional Behavior Risk Screener**
- ✓ **Community Mental Health**
- ✓ **Care Solace[®]**
- ✓ **Bridge Team**
- ✓ **TRAILS CBT[®] & Suicide Prevention[®]**

ACADEMIC INTERVENTION

ELEMENTARY

- Summer Learning Institute
- Reading/Math Intervention
- Screening and Targeted Small Group Learning
- At Home Reading Plan
- LETRS[®] / Orton Gillingham[®]
- 24/7 Access to Lexia/Lexia English[®] Dreambox[®]

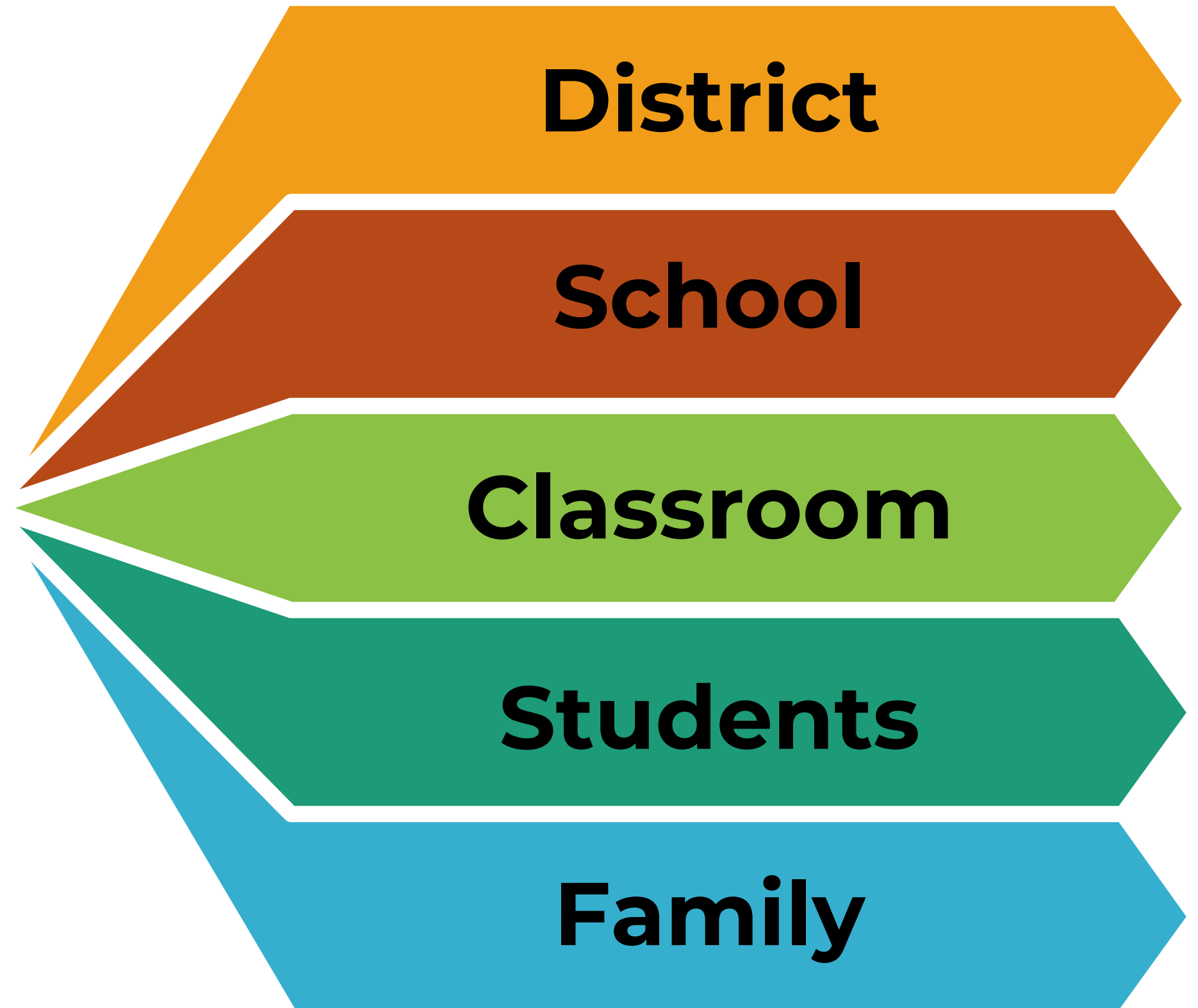
SECONDARY

- Summer School
- 1:1 Tutoring for 600+ students (23g Grant)
- Prioritized Scheduling/Intervention Courses
- Adolescent Accelerated Reading Initiative (AARI)[®]
- Delta Math Rtl[®]
- 24/7 Access to Lexia PowerUp[®] / Dreambox[®]

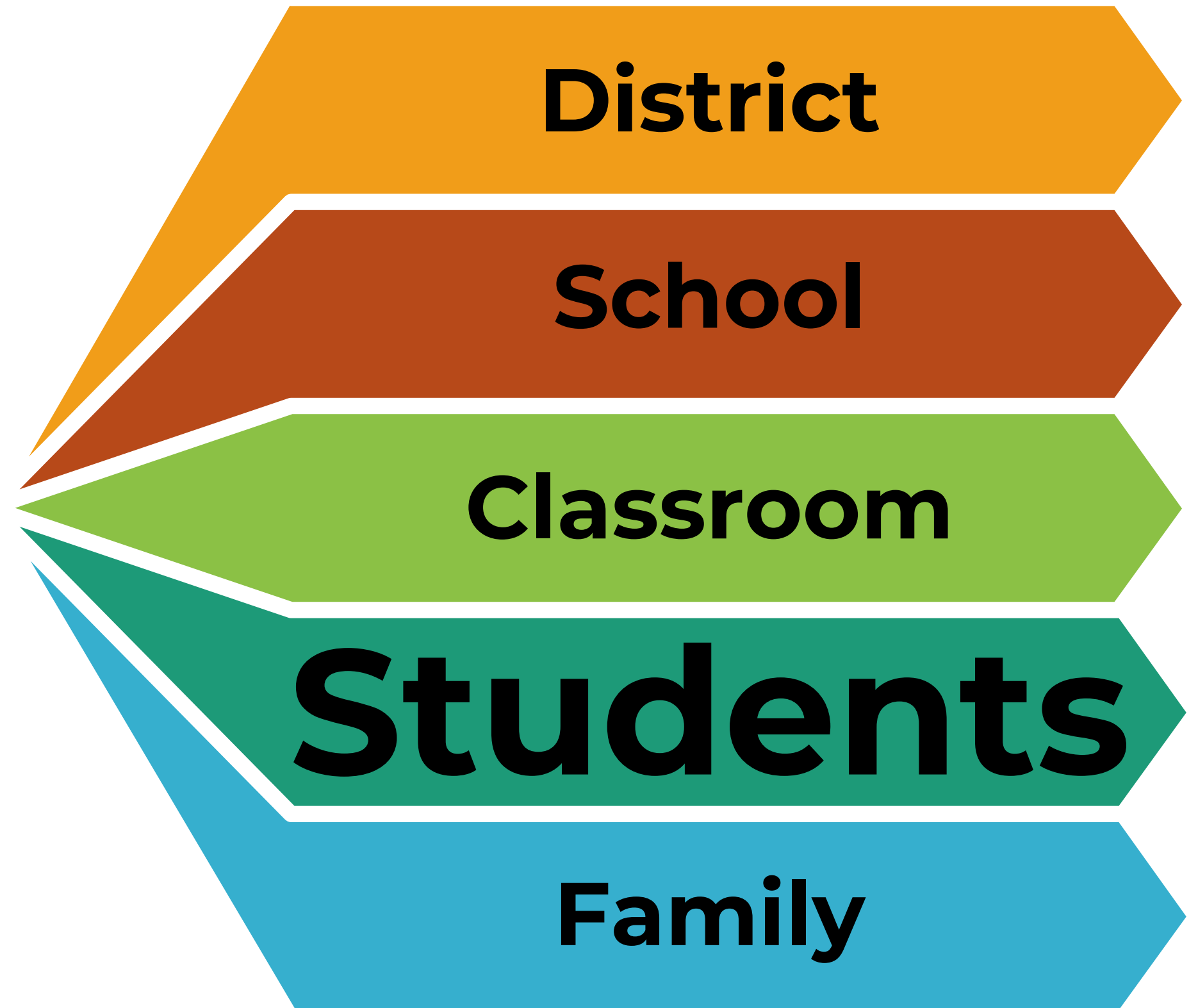
ATTENDANCE INTERVENTION

- ✓ **Establishing Trusting Relationships**
- ✓ **Daily Monitoring**
- ✓ **Daily Contacts Home**
- ✓ **Needs-based Support**
- ✓ **Online Access**
- ✓ **Early Warning System - Monthly Monitoring**

COMMITTMENT TO CHANGE



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Systemic Improvement & Student Achievement in the Ann Arbor Public Schools

Multitiered Action Plan Focused on Historically
Underserved Populations

Fall 2024 Student Achievement Annual Report

**Board of Education
November 13, 2024**

