

Livonia Public Schools



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2025-2026 Annual Education Report



15125 Farmington Road

Livonia, MI 48154

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Serving portions of Livonia and
Westland Michigan



February 10, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-25 educational progress for the Livonia Public Schools School District and our schools. The AER addresses the complex reporting information required by federal and 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:

School Accountability Data

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

Student Assessment Data

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternative Assessment) and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI- Access science for grades 5,8, and 11, compared to state averages for all students as well as subgroups of students

National Assessment of Educational Progress (NAEP) Data

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

Educator 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

Civil Rights Data

- Provides information on school quality, climate and safety.

Please review the table below listing our schools. For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group 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, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status 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	Buchanan Elementary staff will focus our improvement efforts on the fundamental areas of reading, writing, mathematics, and science. i-Ready Math has been identified as a key challenge across grades 1–4, as it requires students to apply strong number sense, flexible thinking, and perseverance when solving problems. To address this, several initiatives are being implemented to strengthen math instruction and student understanding. Teachers are incorporating daily number talks to encourage students to think about numbers in different ways and explain multiple strategies for solving problems. Classrooms are also using hands-on math tasks with wipe boards and collaborative group thinking to increase engagement and allow students to learn from one another. In addition, teachers are committed to teaching the math curriculum with fidelity to ensure consistency, rigor, and alignment to grade-level expectations, supporting student growth and confidence in mathematics.
Cleveland Elementary	No Label Identified	Cleveland's M-STEP assessment results demonstrate sustained growth in both reading and mathematics. In 2024, the performance levels in both reading and math, reflect measurable progress in closing the achievement gap between the school and state averages. Although overall achievement remains below that of other schools within the district, subgroup performance exceeds that of schools with similar demographics statewide. To continue supporting and accelerating student achievement, a comprehensive intervention plan is in place, with an intentional focus on school improvement goals, weekly story-based problem-solving tasks, and a sustained emphasis on strengthening students'

		informational writing skills.
Coolidge Elementary	No Label Identified	Continual improvement in all areas remains a consistent focus at Coolidge Elementary School. Our data continues to show that our M-Step Math/ ELA scores have decreased since 2022. In order to meet the needs of all students, Coolidge Elementary School has a Multi-Tiered System of Support (MTSS) to provide intervention and support services for students who would benefit based on their current performance data. Intentional goal setting and student data use is consistently applied as a lead measure in all classes at Coolidge to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create groups for targeted instruction. We also have a school-wide focus on teaching vocabulary and utilizing the four steps of problem solving in Mathematics to increase student engagement and achievement.
Grant Elementary	No Label Identified	At Grant Elementary, there is a multi-tiered system of support that is implemented, incorporating research-based interventions during our 60 minute daily intervention block (WIN Time). This system is strengthened by ongoing professional development and collaborative dialogue focused on strategies for supporting struggling learners. Formative assessment data are regularly analyzed to identify student needs and to guide the delivery of targeted interventions.
Hayes Elementary	No Label Identified	Hayes Elementary continues to address several key challenges identified in the Annual Education Report. Our data shows that while students are making steady progress, achievement gaps persist among certain student groups, particularly in early literacy and foundational math skills. We also see a continued need to strengthen background knowledge and vocabulary development to support reading comprehension across grade levels. In response, we are implementing targeted initiatives designed to accelerate student growth and close these gaps. These efforts include providing tiered academic interventions, expanding small-group instruction, strengthening our Multi-Tiered System of Supports (MTSS), and deepening professional learning focused on evidence-based instructional practices.
Hoover Elementary	No Label Identified	Hoover is a high functioning school that scores substantially higher than district and state averages on test scores. The staff at Hoover is committed to creating an atmosphere of learning that is demanding and supportive. Hoover Rockets are part of a strong community that is focusing on how to take our students to the next level through Productive Struggle and challenging curriculum. Hoover has a strong support system that meets the needs of any student that has academic or social challenges. Hoover is proud to graduate students in fourth grade that are at or above grade level in literacy and math.
Kennedy Elementary	No Label Identified	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 designated intervention time daily to protect our Tier1 instructional time and allow targeted interventions to be implemented. During this time, the classroom teacher, interventionists, and support personnel can meet with students in small groups to provide targets literacy instruction to improve skills. Our professional learning teams have on-going collaborative conversations on a weekly basis utilizing formative assessment data to support struggling learners.
Niji-Iro Elementary	No Label Identified	Niji-Iro is a truly unique elementary school offering an academic and cultural experience like no other school in the State of Michigan. Our students spend the same amount of time in school as their LPS peers, but they do it immersed in two different languages. While our performance was lower in some of our lower elementary grades, we continue to see great growth and improvement with our students who stay with the program through fifth and sixth grade. With the exception of Webster Elementary's Alternative Classrooms for the Academically Talented, Niji-Iro students consistently perform higher than students in other LPS Upper Elementary Schools. Additionally, those fifth and sixth grade students take

		<p>the ACTFL’s Assessment of Performance towards Proficiency in Languages (AAPPL) test in Japanese where they can earn high school foreign language credit. In the Spring of 2025, everyone of our fifth and sixth grade students earned at least 1 high school foreign language credit with 60% of those students earning 2 high school foreign language credits.</p>
Randolph Elementary	No Label Identified	<p>Based on this data, key challenges for Randolph include addressing the specific academic needs of students with disabilities and economically disadvantaged students. Data trends indicate that of these underperforming subgroups, 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. 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. All students will be provided with grade level texts and use strategies during integrated lessons, classroom instruction, and WIN time. Students will be given multiple opportunities to practice and implement close reading skills to answer questions and write about a text. 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 Teachers will utilize Professional Learning Teams (PLTs) to create common formative assessments that support vocabulary and comprehension growth, analyze student growth and provide instruction to meet the needs of all students. Teachers will also collaborate during these grade level PLTs on strategies implemented for math instruction. Teachers implement number talks utilizing student talk and teachers will encourage the use of multiple strategies to solve mathematical problems.</p>
Roosevelt Elementary	No Label Identified	<p>A review of the Roosevelt Elementary Data Summary reveals meaningful reasons to celebrate alongside clear opportunities for continued growth. Most notably, our M-STEP ELA performance demonstrates significant progress. In 2025, Roosevelt achieved 62.2% proficiency in ELA, representing a substantial increase from the prior year and positioning the school above both the district and state averages. This growth reflects the collective efforts of our staff, including intentional instructional practices, targeted interventions, and a shared commitment to improving literacy outcomes for all students. This achievement is an important indicator that when we align our work and maintain high expectations, we see results.</p> <p>In mathematics, Roosevelt continues to perform consistently above the state average, with 55.5% proficiency on the 2025 M-STEP. While this reflects solid instructional foundations, math performance remains an area where we have not yet closed the gap with district averages. Longitudinal trends show fluctuations over time, suggesting the need for continued focus on instructional coherence, problem-solving strategies, and consistent implementation across grade levels. Math remains a critical priority as we work to ensure all students experience sustained growth.</p> <p>District assessment data from i-Ready provides additional insight into our instructional landscape. While Roosevelt students continue to make progress, i-Ready Reading and Math proficiency rates remain slightly below district averages. Reading proficiency has improved since its 2022 low point, indicating positive momentum, while math proficiency shows a recent downward trend that warrants close attention. These data points highlight the importance of strengthening Tier 1 instruction, refining intervention structures, and using formative data consistently to respond to student needs in real time.</p> <p>Overall, the data tells a story of a school that is moving forward, with strong evidence of growth—particularly in literacy—while also identifying clear areas for improvement. Our challenge moving ahead is to build on our ELA success, translate effective practices across content areas, and maintain consistency in</p>

		instruction and intervention. By continuing to collaborate, reflect on our data, and commit to being “1% better” each day, Roosevelt is well-positioned to sustain growth and improve outcomes for all learners.
Rosedale Elementary	No Label Identified	i-Ready Math has been identified as a key challenge across grades 1–4 at Rosedale Elementary, as it requires students to apply strong number sense, flexible thinking, and perseverance when solving problems. To address this, several initiatives are being implemented to strengthen math instruction and student understanding. Teachers are incorporating number talks to encourage students to think about numbers in different ways and explain multiple strategies for solving problems. In addition, teachers are explicitly teaching steps of problem solving and providing students with opportunities to engage with challenging math tasks. These tasks are designed to strengthen reasoning skills, number sense, and promote student growth and confidence in mathematics.
Webster Elementary	No Label Identified	<p>At Webster, growing our Academically Talented students from proficient to advanced on the M-STEP is a key challenge across grades. We have initiated a school wide intervention and enrichment period that is data driven. Students receive direct small group instruction on strategies to support growth in identified areas with the intent of growing all students academically and socially/emotionally. We have also vertically aligned our writing practices to support a system of continued growth from Grade 1 through Grade 6. Our RISE students are also part of our intervention block. They receive focused small group target instruction on their IEP goals. RISE teachers are working to move students up levels and succeed in meeting their goals.</p> <p>Webster has been working hard to build a purposeful student driven intervention and enrichment block, that includes the growth of our Peer to Peer program. We have ACAT and RISE peers who meet daily for Peer to Peer enrichment within the special area classrooms. This program provides authentic collaboration as well as SEL growth for our ACAT and RISE students. We have also worked to create consistency in our implementation of the morning meeting block to successfully teach SEL and LPS character traits. We have set building expectations, goals, and priorities. Webster has shown so much growth in connection between both the RISE and ACAT programs.</p>
Cooper Upper Elementary	No Label Identified	<p>At Cooper, our local assessment and i-Ready data from the 2024–25 school year indicate strong student growth in both English Language Arts and Mathematics, while also identifying persistent achievement gaps in overall proficiency. Although Progress to Annual Typical Growth reached 100% in Grades 5 and 6 in both areas, proficiency levels remain below desired benchmarks, particularly among economically disadvantaged students and those in the bottom 30% of achievement. In ELA, data revealed increases in reading proficiency and significant reductions in the percentage of students performing significantly below grade level; however, a slight increase in students performing below grade level and skill-level analysis in opinion/argumentative writing (W.5.1 and W.6.1) identified ongoing needs in organization, use of evidence, and concluding statements. In mathematics, growth and improved placement data were observed, yet overall achievement remains below 60%, with data pointing to challenges in solving complex, multi-step problems aligned to key grade-level standards.</p> <p>These challenges were identified through a comprehensive review of multiple data sources, including i-Ready diagnostics, local pre- and post-assessments, writing rubrics, and classroom-based formative and summative assessments conducted within Professional Learning Teams. In response, the school is implementing a coordinated, intervention aligned improvement approach that emphasizes data-driven instruction, embedded professional development through coaching cycles, and targeted small-group intervention during W.I.N.</p>

		<p>(What I Need) time within the MTSS framework. Instructional strategies include explicit teaching of opinion/argumentative writing, mathematical reasoning, and productive struggle, as well as regular progress monitoring and goal setting. By prioritizing economically disadvantaged students and those in the bottom 30% of achievement, and by aligning instructional practices to identify standards and student needs, the school is working to accelerate learning, close achievement gaps, and improve outcomes for all learners.</p>
Johnson Upper Elementary	No Label Identified	<p>To accelerate the academic growth of our students, Johnson Upper Elementary has made a commitment to making continual improvement in Professional Learning Teams (PLTs) and our Small Group Instruction (SGI Time). After reviewing our M-STEP scores over the previous five years, we have noticed that ELA scores have remained similar, with a slight improvement each year in Math. This year, our Guiding Coalition, a team comprised of teachers and academic leaders in this building, have worked to map out our goals for the year. We have worked on providing focused instruction, resources, and platforms to help all teachers in our building. This work is heavily focused on putting everyone in a spot to help with our academic growth and achievement for all of our students.</p> <p>At Johnson, we have put in a multi-tiered system of support, including research-based interventions and data reviews to develop viable and rigorous curriculum to help our students succeed. In addition, ongoing Professional Development and discussions in our PLTs will help drive our focus to meet the needs of our students. We are committed to an ongoing analysis of benchmark assessments, I-Ready results, M-STEP results, and classroom performance to guide instructional decisions that directly impact student achievement.</p>
Riley Upper Elementary	No Label Identified	<p>Some of the key challenges for Riley and the initiatives being undertaken to accelerate student achievement and close achievement gaps include: The use of common data to identify struggling learners in math, as well as, literacy through our district and school assessments and use targeted intervention time to support these students. The use common data during PLT meetings to analyze student needs and address areas in need of improvement.</p> <p>Identifying students who are facing poverty and absenteeism concerns and find ways to address them. Consistently address “A Community with Character” through our SEL Curriculum, Caring School Community, monthly themes, classroom meetings, and school celebrations. Finally to ensure that parents are aware of the safety and security protocols and procedures at Riley.</p>
Emerson Middle School	No Label Identified	<p>To address positive and negative trends in student performance at Emerson Middle School, our staff meet 2-3 times monthly in professional learning teams to collaborate, plan, and analyze student assessment data to better inform instruction. As a result of their collaboration and data analysis, our teachers plan reteaching opportunities for students during Eagle Time, which is 25 minutes daily. We have noticed a deficit in math performance compared to the state and our district. As a result, our math teachers developed a math bootcamp during Eagle Time to focus on specific skills with small groups of students to fill in performance gaps. For more intensive math needs, we also have 10-week math intervention classes in which students who are two or more grade levels behind are placed to focus on requisite skills in addition to supporting their core math class.</p> <p>In addition to math intervention classes, we offer 10 week reading intervention courses which focus on comprehension and as needed, phonemic awareness.</p> <p>Over the previous five years, we have noticed an increase in students who cannot decode words independently. To support all content areas the focus of reading comprehension is on informational texts. In one year of tracking this data, we have noticed an increase in the number of students who are proficient on the I Ready diagnostic test and fewer students who are two or more grade levels behind.</p> <p>Continued efforts are in place to address the academic and socioemotional needs</p>

		<p>of students at Emerson 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, small group 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 in 2025/2026 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.</p> <p>A priority of the 2025/2026 school year has been to restore school pride within our student body through Expect Respect, participation in student clubs, athletics, and regular school attendance. So far in 2025/2026 we have generated 15 clubs, increased the number of participants at tryouts for all athletic teams, reduced the number of chronically absent students, and reduced the number of major referrals.</p>
Frost Middle School	No Label Identified	<p>Based on the data you will read in the AER, Frost Middle School has identified areas of improvement for the 2025/2026 school year. For continued growth in ELA, especially within our identified subgroups, teachers will employ a range of evidence-based strategies to improve reading comprehension, engagement in texts, and writing across the curriculum. Instructional practices will include the use of read-alouds and think-alouds to model active reading habits, alongside explicit instruction in annotation and close reading techniques to enhance metacognitive skills.</p> <p>In mathematics, teachers will utilize guided notes and scaffolded support tools, including reference charts and teacher notes, to promote student independence and conceptual understanding. Lessons will be tailored to meet the diverse needs of learners through differentiation based on academic ability, learning styles, and student interests. Educators will model and guide problem-solving methods and will release responsibility of learning to students from dependence to independence. Formative assessments will play a crucial role in informing instructional decisions and identifying students in need of intervention.</p> <p>In both subject areas, local assessments will be used to identify struggling students which will enable targeted interventions during Falcon Time, intervention classes, and resource room small group instruction. State law requires that we also report additional information as found on the following pages.</p> <p>Through the hard work and dedication of our staff and students, our student community has outperformed both state and local data averages in reading, writing, and mathematics. We have also seen a decrease in our overall absenteeism, claims of bullying and harassment, behavior referrals, and student suspensions with the full implementation of our PBIS (Positive Behavior Interventions and Supports) program.</p> <p>Although Frost students have demonstrated that high achievement is possible, as evident by overall performance and dramatic success with economically disadvantaged students, achievement gaps persist. Black/African American students and students with disabilities, represent critical equity challenges that require focused, sustained, and systemic intervention. The success with</p>

		economically disadvantaged students proves that gaps can be closed, making continued disparities for other subgroups even more urgent to address.
School Name	Status Label	Key Initiative to Accelerate Achievement
Holmes Middle School	No Label Identified	<p>Our targets for improvement at Holmes are based on our student and community surveys:</p> <ul style="list-style-type: none"> • Increase staff confidence and effectiveness in supporting students below grade level and addressing social-emotional needs through enhanced instructional strategies and stronger PLT collaboration. • Strengthen instructional and collaborative practices to better support students performing below grade level and enhance PLT engagement in addressing students' social-emotional needs. • Strengthen and expand social-emotional learning initiatives across grade levels, ensuring that SEL is integrated into the school culture through structured lessons, classroom practices, and school-wide activities. This can help students build essential skills like self-awareness, empathy, and responsible decision-making. • Develop more effective ways to share information with parents about the SEL supports already in place, including goals, activities, and outcomes. Clear and consistent communication will help families better understand the school's commitment to students' emotional well-being and foster stronger school-home partnerships. • Increase the percentage of students who feel their teachers talk to them about how they're doing from 48% to at least 60% within one academic year. • Raise the percentage of students who report enjoying school from 23.5% to 35% or higher through targeted programming and climate initiatives.
Churchill High School	No Label Identified	<p>Churchill High School continues to demonstrate strong performance on standardized assessments, with PSAT 9, PSAT 10, and SAT scores consistently above district averages in Evidence-Based Reading & Writing and Mathematics. However, data from the Annual Education Report highlight persistent challenges, particularly in mathematics, where proficiency rates remain below 55% in several grade levels, and achievement gaps exist among our English Learner (EL) students. To accelerate student learning and close these gaps, the school has implemented several targeted initiatives. These include expanding before- and after-school support through a Math Help Room during lunch, increased peer tutoring led by NHS and advanced students, and greater staff interaction with students during Charger Time. We are also continuing collaborative efforts among EL teachers, administration, and the Guiding Coalition Team to provide targeted support for low scoring EL students, scheduling common planning times for EL, math, and ELA teachers who share students, and offering counseling and support groups for students with diverse socio-economic and academic needs. Additionally, initiatives to improve school climate and culture, ensure inclusivity, and integrate diversity in teaching practices remain central. Programs such as The Writing Center, staffed by senior peer tutors, and National Honor Society after-school tutoring further support student growth and engagement, helping all students access the opportunities needed to succeed.</p>
Franklin High School	No Label Identified	<p>Our commitment to student success is rooted in addressing the unique and diverse learning profiles within our building. We recognize that our students possess a wide range of academic needs, from those who thrive in a traditional classroom setting to those who are more engaged through hands-on, experiential learning. To bridge these gaps, our teachers prioritize building deep, personal rapport with every student, ensuring that each individual feels seen and supported. A critical component of this support is our focus on student attendance. We continue to emphasize its importance, as many families still struggle to navigate the complexities of chronic absenteeism and its significant short- and long-term impacts on a student's life after high school.</p>

		<p>To further drive achievement, our teachers provide meaningful, ongoing feedback, which allows students to make significant gains on standardized assessments like the SAT. While not all students arrive with the expected foundational skills, we take great pride in the fact that all of our students continue to show tremendous growth year after year. We are actively expanding our curriculum, by offering both rigorous Advanced Placement courses and practical, career-relevant electives, to ensure every student sees a path forward.</p>
Stevenson High School	No Label Identified	<p>The school's primary challenge is improving stagnant standardized test scores. In response, a comprehensive set of initiatives has been implemented to strengthen instruction and student support. Scheduled intervention (Mascot) time provides structured opportunities for targeted instruction, enrichment, and additional academic or social-emotional support. A fully implemented MTSS framework ensures that research-based interventions are aligned to individual student needs, supported by ongoing professional development, PLC collaboration, and continuous analysis of formative assessments.</p> <p>Teachers are being more intentional in aligning classroom instruction with standardized assessment expectations, including the regular use of SAT-style questioning. This includes increased emphasis on higher-order thinking, text-based evidence, multi-step problem solving, and test-aligned formats across content areas to better prepare students for college readiness assessments.</p> <p>The school continues to develop a guaranteed and viable curriculum through common formative assessments, strategic intervention planning, and data-driven instructional decisions using multiple data points such as CSA, M-STEP, and SAT results. Content-area teachers collaborate regularly in professional learning teams, supported by secondary success facilitators who guide teams through essential learning questions.</p> <p>Additional supports include peer tutoring through the National Honor Society, counseling-led student needs assessments, and intentional adult-student connections to ensure every student is well known.</p> <p>At-risk students are proactively identified through academic, attendance, and behavioral data, with targeted supports such as smaller or co-taught classes funded through RESA Enhancement Millage. These coordinated efforts are designed to accelerate achievement for all students, with a focused emphasis on improving outcomes for key subgroups, including the bottom 30%, students with disabilities, and Black and African American students.</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 2024–2025 school year, Livonia Public Schools met proficiency standards in all Perkins Core Performance Areas except mathematics. Over the past two years, we have placed a strong emphasis on achieving proficiency in the 5S1 program quality indicator, and we are proud to have successfully reached that benchmark again this year. Moving forward, our focus will shift to improving math proficiency by sending teachers to math workshops through RESA and increasing the integration of mathematics into our curriculum through the use of state academic crosswalks.</p> <p>In addition, special population paraprofessionals provide targeted academic support to ensure all students can successfully complete their Career and</p>

		Technical Education (CTE) courses. These supports contribute to our high rate of CTE program completers.
Garfield Community School	No Label Identified	<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>Our staff participates in weekly Professional Learning Community team meetings that focus on the Life Centered Education Transition Curriculum, and Positive Behavior Intervention Supports. Staff are always asking what students need to know, analyzing data on how we know students have the skill, and then what to do when students are struggling or excelling with specific skills. Staff members collaborate to provide specific targeted instruction on skills that are transferable to the community and work setting.</p> <p>Collaborative efforts positively impact the school's success and student achievement as evidenced by the steady reduction of students requiring Tier 3 behavior supports and office discipline referrals.</p> <p>The Western Wayne Skill Center is a special education, post-secondary program that provides instruction to address transition outcomes for students with disabilities (MoCI and ASD) ages 18 to 26 years. Consequently, the program is outside of, and does not participate in, the Michigan Education Assessment System.</p> <p>The Western Wayne Skill Center Curriculum is derived from the Life Centered Education Transition Curriculum: addressing the areas of employment skills, self-determination and interpersonal skills, and daily living skills.</p>
Livonia Early Childhood Center	No Label Identified	<p>Despite overall progress, several challenges persist across our preschool classrooms. Across all groups, early phonemic awareness remains an area for development, as students who recognize letters may still struggle to associate them with sounds, impacting their early reading fluency. With numeracy skills, inconsistencies in number identification were identified as scores varied from 55% to 100% mastery across different classrooms and educational settings due to fewer learning opportunities for some students who attend partial day programming or special education programming.</p> <p>Lastly, students have demonstrated growth in recognizing a variety of emotions however progress across classrooms is inconsistent for a variety of reasons which include but are not limited to partial day programming, special education diagnosis, and generalizations from image to real-life application.</p>

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 14,548 regular and special education students. Of that number, 7,775 are enrolled in 15 elementary schools (grades K-4 and 5-6). In three middle schools (grades 7-8), there are 2,166 students. There are 652 students enrolled in special schools and programs, and 3,955 students are enrolled in three high schools and the Career/Technical Center (grades 9-12). The Livonia Public Schools has 9,398 eligible students and transports approximately 6,310 students each day on 64 school buses, traveling approximately 1,031,254 miles per school year.

Employees Are Our Greatest Asset

Meeting the many and diverse needs of our K-12 students are 964 professional instructional staff; 54 principals and assistants; 313 secretaries and paraprofessionals; 11 instructional coaches, 3 administrative assistants; 43 building supervisors (SEALS); 245 bus drivers, maintenance workers, warehouse personnel, custodians, and food service workers; 3 community education staff; 10 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 82% percent of our certified staff have 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.*





PORTRAIT OF AN LPS GRADUATE



CONFIDENT

I HAVE INITIATIVE, INTEGRITY & EMPATHY. I POSSESS THE KNOWLEDGE AND SKILLS NECESSARY FOR MY FUTURE SUCCESS.



CRITICAL THINKER

I ANTICIPATE, IDENTIFY AND EVALUATE IDEAS WHILE SHOWING PERSEVERANCE AND RESILIENCE IN WORKING THROUGH THEM.



CONTRIBUTOR

I ACTIVELY PARTICIPATE IN MY COMMUNITY AND MAKE CONCERTED EFFORTS TO POSITIVELY IMPACT OTHERS THROUGH ADVOCACY AND ACTION.



COLLABORATOR

I WELCOME AND SEEK ENGAGING WITH PEOPLE OF DIVERSE SKILLS, BACKGROUNDS AND BELIEFS TO ACCOMPLISH GOALS AND TASKS.



CURIOS

I HAVE A LEARNER'S MINDSET, CURIOSITY AND CREATIVITY FUEL MY THINKING. I AM FLEXIBLE AND APPROACH NEW OPPORTUNITIES WITH WONDER.



COMMUNICATOR

I MAKE MY POINT CLEARLY AND PERSUASIVELY THROUGH MY WRITING, SPEECH & BODY LANGUAGE. I LISTEN TO OTHERS AND RESPOND THOUGHTFULLY.

Our Vision

At Livonia Public Schools, we believe that a successful graduate encapsulates the attributes and competencies we strive to cultivate in every student, preparing them for future success in their personal and professional lives.

Through the dedicated work of a stakeholder group called Vision Forward, we have thoughtfully and meticulously created a list of characteristics we hope that every student who graduates from Livonia Public Schools will carry with them into their bright futures.

Our Commitment

To achieve this vision, Livonia Public Schools is committed to providing:

- **Engaging Curriculum:** Providing a challenging and relevant curriculum that fosters creativity and critical thinking.
- **Supportive Environment:** Creating a safe and nurturing environment that encourages exploration, curiosity, and personal growth.
- **Partnerships:** Collaborating with families, community organizations, and local businesses to enhance educational opportunities and career readiness.
- **Professional Development:** Investing in our educators to ensure they have the tools and resources necessary to guide our students toward success.

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 2025-2028 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 06/01/2028 as measured by State and National Assessments. This is a continuation of the 22-25 goals.

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 06/01/2028 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 06/01/2028 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 06/01/2028 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 06/01/2028 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 06/01/2028 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.

3 and 4 YR. PRESCHOOL BENCHMARK ASSESSMENTS			
	% Proficient with orally Retelling a story with 3 details	% Proficient with orally Retelling a story with 2 details	1 to 1 Correspondence to 10
Spring 2025	81%	82%	88%
Spring 2024	73%	48%	70%

DISTRICT ASSESSMENTS – Kindergarten Benchmark Assessments

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
	Upper Case	Lower Case	
Spring 2025	99.1%	99%	93.7%
Spring 2024	95.7%	93.4%	67.9%

DISTRICT LITERACY ASSESSMENTS – Reading Levels

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 2025	NA	65.6%	73.8%	70.6%	70.7%
Spring 2024	63.7%	66.8%	75.9%	75.4%	69.0%

*Students in grades 2-4 will be assessed using an updated procedure utilizing Lexile leveled texts which tests for fluency and comprehension. The 2025-26 school year is the first year we will be utilizing this new assessment and will be reported in the 2026-27 AER.

DISTRICT LITERACY ASSESSMENTS – Performance Tasks

Students in grades K-6 are assessed each trimester on a performance task on which students are asked to read and write about they read. The end of the year expectation is that they have met the grade level writing standard.

Integrated Reading and Writing Performance Tasks							
Percent of Students Met Standard on the End of Year Performance Task							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2025	82%	68%	68%	65%	69%	57%	71%

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 grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed 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 2025	60%	62%	55%	51%	47%	44%	52%
Spring 2024	62%	59%	55%	49%	38%	28%	40%

Middle School students are assessed on their 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 2025	33%	31%
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 grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-6, students are assessed 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 2025	56%	54%	43%	43%	51%	52%	47%
Spring 2024	58%	54%	40%	45%	48%	33%	32%

Middle School students are assessed on their 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 2025	24%	23%
Spring 2024	24%	20%

DISTRICT COMMON MARKING PERIOD SUMMATIVE ASSESSMENTS

The following charts shows the percentage of students at each course and grade level that were proficient with a score of 80% or better on the district common summative assessments. The 2024-25 school year was the first year of collecting this data.

Middle School Common Summative Assessment Percent Proficient (80% or higher)											
ELA 7 Reading		ELA 7 Writing		Math 7		Acc. Math 7		W History 7		Science 7	
	LPS		LPS		LPS		LPS		LPS		
MP1	74%	MP1	37%	MP1	57%	MP1	68%	MP1	74%	MP1	60%
MP2	47%	MP2	62%	MP2	38%	MP2	84%	MP2	82%	MP2	86%
MP3	68%	MP3	72%	MP3	53%	MP3	78%	MP3	80%	MP3	77%
MP4	71%	MP4	63%	MP4	48%	MP4	82%	MP4	78%	MP4	56%
ELA 8 Reading		ELA 8 Writing		Math 8		Algebra 1		US History 8		Science 8	
MP1	37%	MP1	56%	MP1	79%	MP1	99%	MP1	91%	MP1	65%
MP2	67%	MP2	57%	MP2	79%	MP2	93%	MP2	79%	MP2	66%
MP3	56%	MP3	65%	MP3	84%	MP3	94%	MP3	79%	MP3	74%
MP4	66%	MP4	60%	MP4	73%	MP4	83%	MP4	86%	MP4	64%

High School Common Summative Assessment Percent Proficient (80% or higher)									
ELA 9 Reading		ELA 9- Writing		World History		Algebra 1		Bio/Adv Bio	
	LPS		LPS		LPS		LPS		LPS
MP1	70%	MP1	61%	MP1	66%	MP1	55%	MP1	35%
MP2	45%	MP2	65%	MP2	53%	MP2	34%	MP2	70%
MP3	84%	MP3	72%	MP3	61%	MP3	37%	MP3	48%
MP4	73%	MP4	80%	MP4	67%	MP4	34%	MP4	39%
ELA 10 - Reading		ELA 10 - Writing		US History		Geometry		Chemistry/Adv Chem	
MP1	63%	MP1	78%	MP1	51%	MP1	57%	MP1	35%
MP2	68%	MP2	78%	MP2	55%	MP2	50%	MP2	44%
MP3	67%	MP3	78%	MP3	59%	MP3	48%	MP3	35%
MP4	73%	MP4	80%	MP4	57%	MP4	27%	MP4	*
ELA 11 - Reading		ELA 11 - Writing		Economics		Acc Geometry		Physics	
MP1	73%	MP1	68%	MP1	73%	MP1	53%	MP1	52%
MP2	66%	MP2	72%	MP2	51%	MP2	26%	MP2	75%
MP3	79%	MP3	77%	MP3	64%	MP3	51%	MP3	76%
MP4	68%	MP4	*	MP4	70%	MP4	63%	MP4	68%

ELA 12 - Reading		ELA 12 - Writing		Government		Algebra 2			
MP1	68%	MP1	76%	MP1	69%	MP1	39%		
MP2	82%	MP2	70%	MP2	63%	MP2	34%		
MP3	41%	MP3	57%	MP3	74%	MP3	63%		
MP4	58%	MP4	58%	MP4	68%	MP4	33%		
Humanities		Humanities Writing				Acc Algebra 2			
MP1	52%	MP1	78%			MP1	75%		
MP2	84%	MP2	78%			MP2	75%		
MP3	39%	MP3	85%			MP3	87%		
MP4	85%	MP4	66%			MP4	83%		

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
2025	61%	66%	67%	66%
2024	54%	60%	65%	61%

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 2025	58.1%	61.4%	66.9%	64.6%	53.2%
Spring 2024	58.4%	59.6%	52.8%	59%	52.4%

M-STEP 3, 4, 5, 6,7 Mathematics					
	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
Spring 2025	59.2%	63.2%	58.3%	58.9%	45.6
Spring 2024	63.5%	62.0%	42.6%	49.0%	47.0%

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 2025	74.7%	71.5	68.2%	65.2%
Spring 2024	72.8%	69.0%	70.0%	57.9%

PSAT 8, 9, 10 and SAT Mathematics Percent of Students Proficient				
	PSAT 8	PSAT 9	PSAT 10	SAT 11 Math
Spring 2025	37.6%	37.9%	44%	38.5%
Spring 2024	40.3%	44.0%	38%	33.7%

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, 94.6% of parents (6,490) attended parent-teacher conferences during the 2025-2026 school year and 94.5% of parents (6,436) attended parent-teacher conferences in the fall of the 2024-2025 school year.

At the secondary level, 28.6% of parents (1948) attended parent teacher conferences in the 2025-2026 school year and 32.5% of parents (1,966) attended parent teacher conferences in the fall of the 2024-2025 school year and

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 2024-5 school year the following schools qualify as Title I schools: Cleveland, Cooper, Hayes, 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

FAMILY ENGAGEMENT

September 23, 2024

The Board strongly encourages and welcomes the engagement of families in all of the District's educational programs. It is recognized and appreciated that family members 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. The administration shall design a program/plan that will encourage family engagement that may include, but not be limited to: the review of instructional materials; input on the ways that the District may better provide family members with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to guide family members on how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent, or his/her designee, shall provide a copy of the District's Family Engagement plan to all families.

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.

