

# LIVONIA PUBLIC SCHOOLS

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## 2020-2021 Annual Education Report



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*Serving portions of Livonia and Westland,  
Michigan*

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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:(734)744-2501) . 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:(734)744-2524).



# LIVONIA PUBLIC SCHOOLS

January 30, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2020-2021 educational progress for the Livonia Public Schools School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information. Please contact Theresa O'Brien, Chief Academic Officer for help if you need assistance.

The District AER is available for you to review electronically by visiting the following website [www.livoniapublicschools.org](http://www.livoniapublicschools.org), or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly, which is also available on the district's web site and at their school.

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

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

**Student Assessment Data** - Includes the following assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, Mi-Access (Alternative 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. This report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

**Accountability** - Detail Data and Status

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

**Teacher Qualification Data**

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

**NAEP Data (National Assessment of Educational Progress)**

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

**Civil Rights Data**

- Provides information on school quality, climate and safety.

The table below lists our schools and their key initiatives. For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

School Name	Status Label	Key Initiative to Accelerate Achievement
Buchanan Elementary	No Label School	<p>Buchanan has in place is a multi-tiered system of support, including the use of research-based interventions targeting specific students with specific needs. All teachers are being trained this year on integrated units of study that will incorporate reading, writing, science and social studies. Students are encouraged to participate in a school-wide Science Fair to concentrate their focus on a scientific topic and share their learning with others. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners take place regularly. We also concentrate our efforts in an ongoing analysis of formative assessments to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. Grade level teams meet regularly for PLC sessions and we conduct schoolwide data dives three times each year for Tier I and Tier II reflection and improvement.</p>
Cleveland Elementary	No Label School	<p>Cleveland Elementary has a growing economically disadvantaged population of students that struggle to meet grade level expectations. This subgroup is heavily represented in our bottom 30% of students. In order to address these challenges, we have an extensive support system in place made up of classroom interventions, Title I support, and a multi-tiered support system.</p> <p>Our school has identified underperforming subgroups of students, including economically disadvantaged students, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. These</p>

		initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.
Coolidge Elementary	No Label School	<p>Coolidge Elementary school improvement plan has created a greater focus on the teaching and learning of more challenging, rigorous and engaging work with the Common Core State Standards. With a prioritized plan to integrate language arts into our content areas, we are hoping to build academic endurance and engage students in work that requires diverse thinking and evidence-based responses. This school improvement plan, combined with our MTSS practices, are intended to challenge all students and offer more support to students who need it the most.</p> <p>In place is a multi-tiered system of support, including the use of research-based interventions, such as interventions from Walpole and McKenna's How to Plan Differentiated Reading Instruction Resources for Grades K-3 Second Edition. Which intervention is utilized is determined by a student's iReady Diagnostic score, F&amp;P reading level, and Informal Decoding Inventory score. These interventions include Basic Alphabet Knowledge (BAK), Using Letter Sounds, Using Letter Patterns, Blends and Digraphs, R-Controlled Vowels, Vowel-Consonant-e, Long-Vowel Teams, and Multisyllabic Decoding. Interventions are also available in this program for Fluency and Comprehension (FAC) and Vocabulary and Comprehension (VAC) but have not been utilized to date. In order to focus on our science goals, teachers will integrate science standards within their ELA units of study. Teachers will also provide appropriate supplementary reading materials related to scientific concepts to reinforce our science curriculum.</p>
Grant Elementary	No Label School	At Grant Elementary Science along with Reading, Writing and Math will continue to be an area in which we will strive to increase our student achievement. As a staff we will continue to implement content integrated units and best practices in the area of Science. In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.
Hayes Elementary	No Label School	<p>Hayes Elementary has identified our growing economically disadvantaged subgroups of students, for whom additional interventions and supports are needed in order to increase their proficiency and to close the achievement gap in the targeted academic areas.</p> <p>As a Title I school, we have in place a multi-tiered system of support that provides students with classroom support along</p>

		<p>with Title I support. These supports include the use of the research-based interventions such as the reading program, Leveled Literacy Intervention and skilled based interventions so that students can successfully read grade level material. We also provide students who are not reading at grade level, science content at their reading level. In addition, we have on-going professional development and dialogue focusing on strategies to support struggling learners. We utilize on-going assessments in order to determine the strengths and weaknesses of all students, including i-Ready reading and math diagnostic, followed by the provision of targeted learning interventions to the students that need them.</p>
Hoover Elementary	No Label School	<p>At Hoover, our challenges are in the areas of reading and math. Our school has identified underperforming subgroups of students, including students with disabilities and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions, such as a reading program entitled Leveled Literacy Intervention and Orton Gillingham. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Kennedy Elementary	No Label School	<p>Kennedy Elementary has identified underperforming subgroups of students, including students with disabilities and males for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p> <p>Three challenges that our school faces are students with disabilities who struggle in making adequate yearly progress in reading and writing. We also see in our data that our male students struggle with writing and score lower than our female students who have moved into Kennedy and have "curriculum gaps. Finding the time, resources and staff to help remediate them is a challenge.</p>

Niji-Iro Japanese Immersion Elementary	No Label School	<p>At Niji Iro Elementary, the students who tested in the bottom 30% have been identified. We have looked at the areas of Reading and Math where students are underperforming. We are actively working to address these issues by:</p> <ul style="list-style-type: none"> <li>• English teachers servicing students in need of additional support in the area of math and reading through targeted interventions.</li> <li>• Differentiated instruction in both Reading and Math designed to meet the needs of all students.</li> <li>• Targeted small group Guided Reading instruction.</li> <li>• Curriculum review and mapping to the state standards in the area of Math.</li> <li>• Daily interventions with our Dual Language Interventionist.</li> </ul>
Randolph Elementary	No Label School	<p>At Randolph Elementary the challenges for our school include addressing the specific academic needs of students with disabilities, economically disadvantaged students and English Language Learners. Data trends indicate that of these underperforming subgroups, students with disabilities manifest the largest achievement gaps and hence we are providing additional interventions and supports so as to increase their proficiency and close the achievement gaps in the targeted areas.</p> <p>In place is a multi-tiered system of support implemented and monitored by our building's Student Achievement Team. This intervention system includes the use of the research-based interventions, such as the Leveled Literacy Intervention (LLI) program. 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. Randolph staff also engages in ongoing analysis of formative and summative assessments to determine the needs of all students, followed by the provision of targeted learning interventions for all subgroups of students in need of these supports.</p> <p>This school year Randolph Elementary completed the seventh year of implementing 'The Leader in Me' process where students are taught and practice the personal leadership and life skills of the 7 Habits of Highly Effective People. A component of this program involves students tracking their academic progress in core content areas, setting personal achievement goals, self-assessment and then monitoring their progress towards these goals. The Randolph staff integrated the PBIS philosophy as well to teach routines and procedures. We have a school-wide behavior matrix that guides our decisions that is a blend of the Leader in Me and PBIS philosophies.</p>

Roosevelt Elementary	No Label School	<p>Roosevelt School has identified underperforming subgroups of students, which includes students with disabilities and economically disadvantaged students. Additional intervention and support are needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>This year, we will continue the multi-tiered system of support that is in place for our struggling learners. This multi-tiered system includes the use of a Universal Diagnostic Screener, called i-Ready and research-based interventions, which include but are not limited to Level Literacy Intervention (LLI) and i-Ready instruction. In addition, ongoing Professional Development and dialogue focusing on strategies to support struggling learners takes place regularly during grade-level collaboration and defined professional development and collaborative learning times. Ongoing analysis through our local data dives of formative assessment is done to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Rosedale Elementary	No Label School	<p>Rosedale has in place a multi-tiered system of support, including the use of research-based interventions, such as Leveled Literacy Intervention and iReady Reading Instruction. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need. These initiatives are intended to accelerate the student achievement levels in meeting both the school's and the state's proficiency targets, thereby closing learning gaps including those of the bottom 30% of our performers.</p>
Webster Elementary	No Label School	<p>At Webster Elementary our school has identified that students with excessive absenteeism are consistently outperformed by their peers in all subjects, for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of the research-based interventions. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Cooper Upper Elementary	No Label School	<p>At Cooper Upper Elementary, our school has identified underperforming subgroups of students, including economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas. In order to accelerate student achievement, Cooper Upper Elementary has put in place a multi-tiered system of support that provides supplemental instruction to our most at-risk students through Title I Literacy and Math support groups</p>



		<p>throughout the school year, which also includes before school math club. In addition, we will be addressing the achievement gap for our economically disadvantaged students by providing ongoing professional development on Guaranteed and Viable Tier I Instruction, engaging in teaching for mastery and creating an environment in which all students excel. Finally, teachers will engage in the PLC process which includes the analysis of common summative assessments to determine the effectiveness of our teaching and how to best meet the academic needs of all students. Our intent is to take a close examination of our instructional practices and Tier I instruction while continuously using student achievement data to provide the right fit interventions to improve the academic achievement of all students.</p>
Johnson Upper Elementary	No Label School	<p>Johnson Upper Elementary, has identified underperforming subgroups of students, including children of color, students with disabilities, and economically disadvantaged students for whom additional intervention and support is needed in order to increase their proficiency and to close the achievement gap in the targeted areas.</p> <p>In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessment to determine the needs of all students, followed by the provision of targeted learning intervention to students in need.</p>
Riley Upper Elementary	No Label School	<p>Riley Upper Elementary staff has identified underperforming subgroups of students, including students with disabilities for whom additional intervention and support is needed to increase their proficiency and to close the achievement gap in the targeted areas. In place is a multi-tiered system of support, including the use of research-based interventions, such as a reading program entitled Leveled Literacy Intervention. We have also created a school wide intervention block to better meet the needs of our struggling learners. In addition, ongoing professional development and dialogue focusing on strategies to support struggling learners takes place regularly. Ongoing analysis of formative assessments to determine the needs of all students is followed by the provision of targeted learning interventions to students in need. These initiatives are intended to accelerate the student achievement of subgroups, including the state's Bottom 30%, that are not meeting our school's proficiency targets.</p>
Emerson Middle School	No Label School	<p>Emerson Middle School is focusing on the needs of our special education students, students of color and those that are economically disadvantaged. Money is utilized to offer extended learning opportunities (after school and summer), lower the teacher to student ratio, increase remedial support and target literacy and math skills. These initiatives</p>

		are intended to accelerate the student achievement of subgroups, including the state's identified Bottom 30%, that are not meeting our school's performance targets.
Frost Middle School	No Label School	<p>Frost Middle School houses Livonia Public Schools magnet program for the academically talented, MACAT (Middle Alternative Classroom for the Academically Talented). MACAT students comprise more than half of the students in Frost's top 30% on the state assessment. Frost's enrollment has declined over several years, causing the MACAT students to comprise a higher percentage of the overall school population, which in turn raises the achievement threshold of the top 30% and contributes to the achievement gap between the top and bottom 30%. Other factors contributing to the achievement gap include attendance and student mobility.</p> <p>We are actively working to address these issues by:</p> <ul style="list-style-type: none"> <li>• Providing co-taught mathematics and ELA classes for struggling students, as well as opportunities for additional math assistance during Falcon Time.</li> <li>• Providing Academic Support classes to assist students with a range of essential skills for success in school, support assignment completion, offer reteaching of core subject concepts, etc.</li> <li>• Increasing emphasis on improving student attendance by partnering with LPD liaison officer, student support personnel, and Wayne County to offer support services for students/families and uphold accountability for school attendance.</li> <li>• Enhancing implementation of a school-wide Positive Behavior Intervention and Support program, involving all staff, students, and PTSA in the process.</li> <li>• Providing on-going professional development for staff to meet student learning needs.</li> <li>• Increasing PTSA involvement as partners to promote student success.</li> <li>• Continuing to build an inclusive culture of community and unity between building programs/populations (i.e. all-school Open House for incoming 7<sup>th</sup> graders, etc.).</li> <li>• Creating collaborative experiences between all 3 LPS middle schools (i.e. all-school Activity Nights, 8<sup>th</sup> grade annual Cedar Point trip, Young Inventors Program, etc.).</li> <li>• Creating collaborative experiences for staff between our feeder building (Johnson Upper Elementary) and Frost.</li> <li>• Continually refining Frost's School Improvement Plan to meet the needs of all Frost students.</li> </ul>
Holmes Middle School	No Label School	A key challenge for Holmes Middle School is the low performance scores of the Bottom 30% and our students with disabilities in science, math, and social studies. A few key initiatives include but are not limited to supplying co-taught classes to provide extra support for struggling learners, after-

		<p>school help sessions weekly, implementation of the common core curriculum, continue implementation of our math program with fidelity, providing resource room hours daily for those students who qualify, and provided support class for struggling general education students. These initiatives are intended to accelerate the student achievement of our two subgroups that are not meeting our school's proficiency targets.</p>
Churchill High School	No Label School	<p>At Churchill High School we have several key challenges we are facing as it pertains to our State test scores. The challenges are to improve our subgroup test scores and bring the students in those groups to the levels they need to be so they are meeting the State proficiency targets. The three largest target groups for Churchill High School are the bottom 30%, students with disabilities, and African American students. We are instituting or continuing the following initiatives to help address the scoring gap between our proficient students and the bottom 30%, our students with disabilities, and our African American students.</p> <p>We are working to address these issues in the following ways:</p> <ul style="list-style-type: none"> <li>• Continuing to refine Churchill's school improvement plan to meet the needs of all Churchill students.</li> <li>• Continuing Algebra Lab, supported by diagnostic testing, to help freshmen who need to increase math skills.</li> <li>• Utilizing i-Ready to improve reading levels for students in Freshman Transition.</li> <li>• Continuing the liaison model for supporting special education resource room students.</li> <li>• Continuing to run classes for struggling learners such as Academic Prep and Academic Success Strategies.</li> <li>• Expanding our before- and after-school programs to include a math lab during lunch hour, more peer tutoring, and staff interaction with students in classrooms and computer labs.</li> </ul>
Franklin High School	Targeted Support and Improvement	<p>At Franklin High School our ongoing challenge as a school is to have all students perform at higher academic levels, including our low-achieving students, our minority populations, and those with learning disabilities. This school year our School Improvement Goals focus on the following:</p> <ul style="list-style-type: none"> <li>• increasing our students' academic achievement in reading, writing, and math.</li> <li>• creating positive teacher/student relationships.</li> <li>• working collaboratively in Professional Learning Communities both at the district and building levels to provide all our students with a guaranteed and viable curriculum.</li> </ul>

		<p>Our school improvement efforts have multiple avenues and levels of attack:</p> <ul style="list-style-type: none"> <li>• We have expanded our targeted support for our at-risk population, which includes our students who are reading below grade, who are missing the foundational level of mathematics, or who struggle emotionally and academically. Using data and teacher recommendations, we are working closely with 9<sup>th</sup> and 10<sup>th</sup> grade students who are reading below grade level or who lack foundational concepts in mathematics with teachers who are trained in providing these students with ongoing support. Students enrolled in these classes demonstrate their progress by taking assessments created by our district and building based teams. To better support our 9<sup>th</sup> grade students who need more social and emotional support, we work closely with these students in our Transitions I course. The general educators who work closely with these students also team up with our Student Assistant Provider, our Guidance Counselors, and senior mentors to help these students better manage the daily struggles they may face. Students who are enrolled in our Academic Success Skills class have an opportunity to relearn essential course concepts and skills to recover course credit. Students who receive Special Education services may receive a Study Skills class as an additional support. Each core department has developed content-specific strategies to support student learning. In the past, we have met as departmental groups to analyze student data. This year, we are meeting in district and building level teams as we continue to implement the Professional Learning Community process to ensure all students are learning to their fullest potential. In line with the district's climate goal, we continue to put a greater emphasis on understanding our students as individuals with unique needs.</li> </ul>
Stevenson High School	No Label School	<p>At Stevenson High School our biggest challenge has been overcoming stagnant standardized test scores for the past few years. The key initiatives are:</p> <ul style="list-style-type: none"> <li>• Staff Professional Development <ul style="list-style-type: none"> <li>○ Differentiated Instruction</li> <li>○ Reading Strategies</li> <li>○ Writing Skills and Strategies</li> <li>○ SAT and CCSS Writing Style Activities</li> <li>○ Use of Formative Assessments</li> <li>○ Lab Activities</li> </ul> </li> <li>• Summer Math Worksheets</li> <li>• Use of data analysis tools to target areas of focus</li> <li>• Co-Taught Classes</li> <li>• Practice SAT Testing</li> <li>• At Risk Focus</li> <li>• Lunch Time Tutoring</li> </ul>

Livonia Career/Technical Center	No Label School	The Livonia Career Technical Center staff initiative is to increase student performance in National Career and College Readiness Assessments, as well as increase student percentages as it relates to being completers and concentrators in the Career Technical education programs offered at the Career Center. Some of the challenges we face deal with the assessments not aligning exactly with the Michigan Career Technical education curriculum that we teach. In terms of garnering more completers and concentrators, we continue to work with our math and English language liaisons. We also utilize our special population paraprofessionals to help make sure all of our students can successfully complete their Career Technical education classes.
N.W. Wayne Skill Center at Garfield Community School	No Label School	At Garfield Community School goals of Reading, Writing, student awareness of their Individualized Education Program goals and Post-Secondary outcomes for students in special education drive the school's improvement initiatives, strategies, and school assessments.
Jackson Early Childhood Center	No Label School	At Jackson Center all students in early childhood programs need to make progress in early literacy, numeracy, and social/emotional/behavioral growth. Through use of the skills assessment checklists at regular intervals, data will be collected that assists teaching teams in providing targeted instruction for students and will provide a rubric by which teachers can make instructional decisions in the moment, based on student responsiveness. Key challenges for our school include meeting the social, emotional and academic needs of 2, 3, 4, and 5 year-olds. Progress with early literacy, numeracy and social/emotional skills are important goals for all students. As we set goals for our youngest students, skill assessment checklists will provide a more cohesive and foundational approach to early learning. As we establish baseline data and determine what assistance students need in relation to additional supports and interventions, we will be able to put supports in place that are tailored to the development and age of our students. These initiatives are intended to accelerate the student achievement of subgroups that are not meeting our school's proficiency targets.

I am very proud of the diligent work of our staff in providing our students with high quality, meaningful, and relevant educational experiences. This has been recognized by our achievement of district-wide accreditation through an independent review by AdvancED. We also 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. By living our district's shared vision, we maintain a laser-like focus on student achievement, enhancing programs and offerings for our students, and promoting a passion for lifelong learning amongst our student and adult learners.

Sincerely,

Andrea L. Oquist  
Superintendent

## DISTRICT PROFILE

### ***Students: The Heart of Our Mission***

The Livonia Public Schools School District covers 39 square miles in the cities of Livonia and Westland. We operate 26 schools or centers, serving the needs of 13,429 regular and special education students. Of that number, 6,634 are enrolled in 15 elementary schools (K-6) of those students 4,744 are enrolled in our in person schools and 1,890 students are enrolled in Livonia Virtual our 100% online education. In three middle schools (grades 7-8), there are 2,140 students of which 1,521 are in person and 619 are enrolled in Livonia Virtual. There are 318 students enrolled in special schools, and 4,337 students are enrolled in three high schools and the Career/Technical Center (grades 9-12) of which 3,047 are in person and 1,290 are virtual. The Livonia Public Schools has 8,614 eligible students and transports approximately 5,678 students each day on 111 school buses, traveling approximately 832,479 miles per school year.

### ***Employees Are Our Greatest Asset***

Meeting the many and diverse needs of our K-12 students are 991 professional instructional staff; 18 instructors; 51 principals and assistants; 331 secretaries and paraprofessionals; 6 instructional coaches, 3 administrative assistants; 43 building supervisors (SEALS); 283 bus drivers, maintenance workers, warehouse personnel, custodians, and food service workers; 63 community education staff; 9 central office administrators; 28 district supervisors and crowd control personnel.

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





# FIND YOUR PURPOSE EXPLORE YOUR PASSION DISCOVER YOUR PRIDE



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

## DISTRICT OF EXCELLENCE

*We take pride in educating our future leaders, ensuring they have outstanding educational opportunities.*

- AdvancED District Accredited at the highest level
- Competitive Edge College Savings program for students, provided by the LPS Education Foundation
- District graduation rate is 92.6%
- M-STEP and state data scores exceed state averages
- LPS placed on College Board's AP District Honor Roll
- National Merit Scholarships awarded annually
- Exceptionally caring and dedicated staff

## EARLY CHILDHOOD

- Full-day kindergarten
- Preschool and child care programs
- Young Fives pre-kindergarten program
- Great Start Readiness Program for at-risk 4-year-olds

## FACILITIES & TECHNOLOGY

- Newly renovated schools; updated classroom technology
- State-of-the-art performing arts centers at high schools
- Award-winning, district-wide energy savings program

## SAFE AND WELCOMING

*A safe and welcoming environment is our priority.*

- Child-centered learning environments staffed with caring professionals
- A Community with Character district-wide climate initiative
- Cameras, keyless card entries, police liaisons, secure vestibules

## PARENT INVOLVEMENT & COMMUNICATION

*We encourage and welcome parents to be partners in their child's education.*

- PTSA membership is one of the largest in Michigan
- District Communication Team (parents, staff, and administrators meet to discuss district communications)
- E-news, text, phone alert system
- Parent Connect for accessing student academic progress
- Updated district website; interactive social media communication
- Board of Education meetings televised on LPS cable channel; archived on website

## SPECIAL EDUCATION

*State-renowned programs for students from birth through age 26.*

- Parents may refer child for an evaluation at first detection or diagnosis
- Programs/services for children with speech and language delays; physical or cognitive impairments; autism spectrum disorder; hearing or visual impairments

## EXCEPTIONAL ACADEMICS

*Students are encouraged to give their personal best, and challenged to go beyond the ordinary.*

### K-4 ELEMENTARY SCHOOLS

### K-6 JAPANESE IMMERSION SCHOOL

### 5-6 UPPER ELEMENTARY SCHOOLS

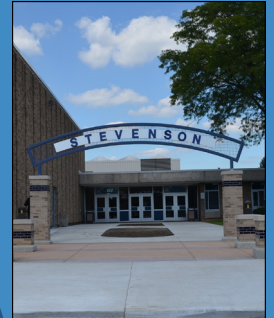
### 7-8 MIDDLE SCHOOLS

### 9-12 HIGH SCHOOLS

- Curriculum is aligned with state content standards and expectations.
- Rigorous academic offerings
- Dual enrollment available for college credit
- Academically Talented & Gifted programs for grades 1-8 (ACAT/MACAT)
- Accelerated classes offered at all middle schools
- High School AP courses offered in all core subject areas in all high schools
- High school courses articulated with local colleges and universities
- High school magnet programs offer specialized opportunities, including:
  - Career Intern Program
  - Creative & Performing Arts (CAPA) Program
  - Global Education Program
  - International Baccalaureate Diploma Program
  - Livonia Career and Technical Center (LCTC)
  - Mathematics, Science & Computer (MSC) Program
- Before- and after-school childcare
- Enhanced music opportunities beginning in sixth grade:
  - band, strings, vocal
- Shared-time program partnering with parochial schools
- Adult and Continuing Education programs: GED, high school diploma, basic skills, job readiness
- Online learning opportunities

## EXTRA CURRICULAR PROGRAMS

- Athletics; instrumental and vocal music; theater, and numerous activity clubs
- Well equipped field houses and athletic fields at all high schools
- Competitive robotics clubs beginning in middle school





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

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- 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

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

### OUR INTERACTIONS

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- 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

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- 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

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- 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

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

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



## SCHOOL IMPROVEMENT

### ***School Improvement Fuels Growth***

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

### **SHARED VISION GOAL**

The district's shared vision is the touchstone for all our school improvement efforts. During the 2019-20 school year, we reviewed and refreshed the language in our Shared Vision through a process that included our District School Improvement Team and online surveys to all of our staff. Each year we set district priority areas based on the stakeholder survey data collected annually. The district focus areas for the 2019-2021 school years has been *Valuing and contributing daily to a positive, engaging, and respectful culture for all*. This focus was communicated as a part of our administrative open day, new teacher orientation, and our AdvancEd Engagement Review. Our priority areas are:

- Our Community with Character climate work continues to be a core part of the culture for students, staff and families of Livonia Public Schools.
- Relationships are foundational to this work.
- Staff little actions can made big impacts with each other and students.

### **DISTRICT ACADEMIC GOALS**

#### 2018-2021 Goals

1. All students in Livonia Public Schools will be proficient Readers of Literature and Informational Text.
2. All students in the Livonia Public Schools will be proficient Writers.
3. All students in Livonia Public Schools will be proficient in Mathematics.
4. All students in the Livonia Public Schools will be proficient in Science
5. All students will be proficient in Social Studies
6. All students will increase their use of technology tools to engage in learning and collaborate with other students and staff.
7. Enhancing Leadership Skills

The District School Improvement Team (DSIT) brings together representatives from all stakeholder groups to ensure that the district is engaged in continuous improvement towards the Shared Vision. The responsibilities of the DSIT are to:

- Promote, support and sustain the Shared Vision as the blueprint for our district's success.
- Establish district Shared Vision goals through the input of stakeholders in order to make progress toward it.
- Assure progress towards the Shared Vision goals and initiatives by giving input on the current state, monitoring the progress of action plans, and tracking performance metrics.

Livonia Public Schools received district level accreditation in 2009, and was renewed in 2014 and again in March 2019 through AdvancED, an international accrediting agency. Districts accredited by AdvancED have met standards and are engaged in continuous improvement efforts that focus on increased student learning.

As a result of district level accreditation status, the district is responsible to monitor individual school's school improvement efforts and 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. Each school is visited once during a five-year cycle.

## 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 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

\* There were no district developed assessments given in the spring of 2020 due to CoVID-19.

### DISTRICT LITERACY ASSESSMENTS – ELEMENTARY

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark

- Kindergarten, shows the results of this testing for the district.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
	Letter Identification	Letter Sounds	Rhyme
Spring 2019	95.9%	93.0%	96.2%
Spring 2020	No spring assessment due to CoVID-19		

During a typical year, students in grades K-6 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension at the end of the school year. Students in grades 1-2 are assessed three times each year. Students in grades 3-6 are assessed at the beginning of the year and additionally based on need. During the 2019-2020 school year students were assessed using the Fountas and Pinnell Assessment in the fall and winter. There were no end of year assessment given. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment at the end of the school year.

FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS GRADES KINDERGARTEN-6 Percent of Students that Performed At or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2019	72%	68%	82%	76%	72%	46%	39%
Spring 2020	No spring assessment due to CoVID-19						

During a typical year students in grades 1-6 are assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students are assessed using i-Ready twice during the school year. During the 2019-2020 school year students were assessed using i-Ready in the fall and in the winter. There were no end of year assessment given.

i-READY READING Percent of Students At or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2019	59%	56%	53%	47%	39%	34%	38%
Spring 2020	No spring assessment due to CoVID-19						

## DISTRICT LITERACY ASSESSMENT – MIDDLE SCHOOL

During the 2018-2019 the middle school ELA teachers administered a seventh and eighth grade reading objective assessment reflecting student learning that occurred with the implementation of the MAISA reading units of study.

ELA Common Assessment – ELA Reading Objective Grades 7 and 8 Percent Met						
	Grade 7			Grade 8		
Spring 2019	Multiple Choice	Short Response	Essay	Multiple Choice	Short Response	Essay
District	81.6%	77.9%	64.6%	86.5%	76.5%	64.9%

During the 2019-2020 school year we were moving to a revised common assessment for ELA. That assessment was not given due to CoVID-19.

ELA Common Assessment-ELA Reading Objective Percent Met		
	Grade 7	Grade 8
Spring 2020	No spring assessment due to CoVID-19	

Beginning in 2018-19 all students in grades 7 and 8 were also assessed on their attainment of grade-level reading skills three times during the school year using the i-Ready Reading Diagnostic Assessment.

i-READY READING Percent of Students At or Above Grade Level		
Spring 2019	Grade 7	Grade 8
District	37.0%	30.0%
Spring 2020	No spring assessment due to CoVID-19	

## DISTRICT MATHEMATICS ASSESSMENT - ELEMENTARY

During a typical year, students in grades 1-6 are assessed on their attainment of grade level mathematics standards three times using i-Ready Math Diagnostic Assessment. Kindergarten students are assessed using i-Ready twice during the school year.

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

i-READY MATHEMATICS Percent of Students At or Above Grade Level							
	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Spring 2019	63%	55%	49%	47%	52%	37%	28%
Spring 2020	No spring assessment due to CoVID-19						

## DISTRICT SOCIAL STUDIES ASSESSMENT

In a typical year, a seventh and eighth assessment is administered. Seventh grade students demonstrated achievement on a multiple-choice assessment that included a written response. Eighth grade students were administered a performance-based assessment that measures a student's ability to make a claim and gather relevant information from multiple print sources, including primary source documents, as evidence to support their claim.

The following table shows the percentage of students considered proficient at each grade level.

Middle School Social Studies Document Based Question Assessment Percent of Students Proficient		
2018-2019	Grade 7* % Mastery/Proficient	Grade 8 DBQ% Mastery
District	74.7%	99.4%
2019-2020		
District	No assessment due to CoVID-19	

\*7<sup>th</sup> grade MACAT took the 8<sup>th</sup> grade DBQ

\*8<sup>th</sup> grade MACAT took the 7<sup>th</sup> grade DBQ.

## STUDENT ACHIEVEMENT ON NORM REFERENCED ASSESSMENTS

### ABILITY AND ACHIEVEMENT TESTS – ELEMENTARY AND MIDDLE SCHOOL

The Cognitive Ability Test (CogAT) from Riverside Publishing was administered to sixth and eighth grade students.

CogAT GRADES 6 & 8 Age Percentiles				
	Verbal	Quantitative	Nonverbal	Composite
GRADE 6				
2018-2019	59	60	59	60
2019-2020	No assessment due to	CoVID-19		
GRADE 8				
2018-2019	58	59	67	63
2019-2020	No assessment due to	CoVID-19		

## 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.

At the elementary level, 96.7% of parents (6,824) attended parent-teacher conferences during 2019-2020, and 96.2% of parents (6,529) attended parent-teacher conferences during 2020-2021.



At the secondary level, 2,808 parents (40.7%) attended the fall parent teacher conferences during the 2019-2020 school year and during the fall of 2020-2021, 2,300 parents (33.66%) attended parent teacher conferences. There were no spring conferences in 2019-2020.

PTA/PTSA in Livonia is an active partnership involving parents, educators, and community

members. Livonia Public Schools has 22 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: Early Literacy Volunteers (ELVS), 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. This year, we had 130 student participates from 18 different schools. Each year, around 1,200 students district-wide participate in our Youth Making a Difference program by completing some kind of community service project. 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.

## PARENT INVOLVEMENT

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

# BOARD POLICY

IDD

## INSTRUCTIONAL PROGRAM PARENT INVOLVEMENT

JUNE 20, 2011  
Reviewed 5/2014

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

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

## **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](http://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 is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs.

### ***Middle School***

Our middle school students may be enrolled in the Middle School Alternative Classrooms for the Academically Talented (MACAT) program at Frost and special education centers at Frost and Emerson as alternatives 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; International Baccalaureate (IB) program at Franklin; 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***

Title I services provide academic support to students in need of assistance at the following schools: Cleveland, Cooper, Grant, Hayes, Kennedy, Randolph, Roosevelt, Rosedale and Johnson elementary schools. Schools are identified on the basis of the percent of students receiving free and reduced lunch. Students are identified for service by teacher recommendation, academic grades and student scores on standardized tests and District benchmarks.

## 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.

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The link <http://bit.ly/2lnK8oO> will take you to the reports provided by the Michigan Department of Education for Livonia Public Schools.

