

A CALL TO ACTION

Eliminating the Achievement Gap



Ann Arbor Public Schools – Access to Excellence for All

Math Achievement Initiatives Timeline

August, 1998-2008

Ongoing *Everyday Mathematics* training

- Two-day, grade-specific training for new users and new-to-grade-level users
- One-day, topic-specific training for experienced users

Fall, 1998

Implementation of and initial training for research-based, standards-based curriculum, *Everyday Mathematics*: grades K-5

August, 1998, 2000, 2002

Everyday Mathematics training for principals
Ongoing *Everyday Mathematics* parent workshops

2000

Created math pacing calendar, grades K-5



Our Plan

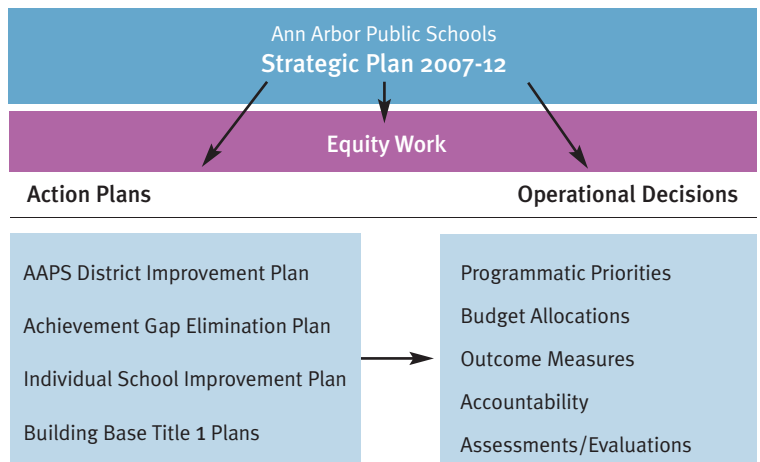
Achievement levels will be raised for all Ann Arbor Public Schools students as we focus on higher achievement for select groups.

To that end, the Ann Arbor Public Schools Board of Education and staff have a comprehensive plan to eliminate achievement gaps for minority and economically disadvantaged students. This is the centerpiece of our school improvement work designed to meet the needs of individual children.

Our ultimate goal is access to excellence for all.

This is an urgent mission at the heart of the district's strategic plan. The plan includes:

- Focused equity work that establishes a climate where students and employees can work productively.
- Four primary action plans.
- Operational decisions driven by the plan and the equity work.



We have made progress in recent years. Ann Arbor students of all races, ethnicities and family income levels surpass state averages in nearly all cases. These successes bolster our confidence that we can reach our ultimate goal.

Literacy Achievement Initiatives Timeline

2000-2003

Balanced literacy training, grades 3-5

Began Summer Learning Institute and collaboration with Elementary Master of Arts Certification at U-M
Instituted district reporting of running records assessments including disaggregation of data
Instituted district report to parents form at the elementary level with accompanying rubrics

1999-2000

Initial K-5 Literacy Training with Jan Richardson

2000-2002

Balanced literacy training K-2 with Jan Richardson

2003-2005

Development of building literacy teams and training of literacy demonstration teachers

2001-2002

Identified and developed opportunities and rubrics for math assessment, grades K-5
 Ongoing Assessment workshops: data collection and interpretation;
 using data for planning instruction, grades K-5

2002

Created *Everyday Mathematics Parent Handbook*

2000-2010

Elementary Summer Learning Institute

2005 (revised 2007)

Developed rubrics for each math Grade Level

Our Pledge

Meeting community expectations

Under this plan, we will monitor student progress, be accountable at both building and district levels, strengthen our instruction and recognize that the community, parents and teachers all share in this effort.

- **We will align K-12 curriculum** and work with teaching staff to set students on a path to career and college readiness.
- **We will raise the standard for all students** in Mathematics, English and Science. This includes raising expectations for teaching staff.
- **We will increase preparation for and enrollment** in advanced-level classes.
- **We will partner** with neighborhood centers, universities and faith-based organizations to involve the community.

We have seen higher numbers of students enrolled in upper-level math, chemistry and physics classes, including marked increases in the percentages of Hispanic and African-American students enrolled. We will increase the number of minority students who successfully complete these advanced classes through the Achievement Gap Elimination Plan.

The detailed plan, including strategies, action items, measurement tools and expectations is on our website www.a2schools.org under the academics menu.

Our History

Aiming for equity

It is important to continue our work to improve equity in learning and achievement for all students. We have begun the process and it continues as a top district priority.

- We are changing district hiring policies and curriculum and creating an environment where all students have an equal opportunity and access to rigorous instruction.
- Equity Teams are in place at each of our schools, helping to foster an understanding of race and culture in education. Related academic teams look at how to best bring those concepts to the classroom.
- We are a founding member of the Minority Student Achievement Network, a coalition of 25 multi-racial school districts across the country that focuses on achievement gap issues. We also have an eight-year history of working with nationwide organizations that address achievement gap issues.
- We continue support for the Rising Scholars program, which gives underserved high school students academic support so that they may become college ready.

2004-2006

Balanced Literacy Training and Content Literacy Training at MS demonstration teachers

2005-2006

Implementation of MyAccess writing program at MS and 5th grade
 Implementation of READ180 at Scarlett and Slauson
 Began implementation of Reading Apprenticeship at Huron and Pioneer
 Reorganization of Reading Recovery and implementation of Reading Intervention program

2004-2005

Adoption of consistent phonics curriculum at K-2

2005-2007

Authoring of district writing genre studies and Adoption of Lucy Calkins Units of Study in the elementary grades

Math Achievement Initiatives Timeline

2003, 2004, 2005, 2007, 2008

Elementary Mathematics Institute: series of one-semester courses in mathematics content and pedagogy for elementary teachers (Number and Operation, Geometry and Measurement I and II, Data and Probability, Elementary Algebra), grades K-5

2005 (revised 2007)

Created common *Everyday Mathematics* unit assessments, grades 1-5

2005

Created files of MEAP released items to use for test preparation, grades 3-8

Our Approach

Monitoring student progress



The district follows each student through his or her career in the Ann Arbor Public Schools using some new approaches.

- Student Achievement Teams were piloted in 2009-10 and put into place at all schools in 2010-11. Teams determine who needs assistance and intervention.
- Using a database specially designed to look at student progress, staff members can add information over time and monitor instructional intervention.
- Reports from this data address the needs of both groups and individual students. Those functioning below grade level have personalized learning plans.

Academic intervention and help

Intervention programs and new academic standards are in place to increase expectations and to offer students the assistance needed to meet expectations.



- Read 180, System 44 Reading Intervention and Reading Apprenticeship are intervention programs. They bring students up to grade level with measurable goals, helping them to meet or exceed expectations and progress readily to the next grade.
- The FASTT Math program helps students with recall, problem solving and math applications and supplements elementary curriculum.
- All eighth-graders will be exposed to Algebra I concepts. The number of middle school students enrolled in Algebra I in 2011-12 will increase by 50 percent and elementary curricula will be modified to prepare students for this change.
- A K-12 Math Summit will address aligning curriculum and teacher training toward these changes.

Literacy Achievement Initiatives Timeline

2006-2007

Expansion of Reading Apprenticeship to entire county
Use of Scholastic Reading Inventory all MS grades

2008-2009

District writing calendar
Expansion of READ180 to all middle schools and some high schools
Adoption of System 44 in middle schools and summer programming

2007-2008

District audit of MEAP writing tests

2008-2009

Implementation of MS Differentiated Reading Genre Studies
Use of SRI expanded to HS grades 9 and 10

2006

Aligned elementary curriculum and instruction to Michigan Grade Level Content Expectations, grades K-5

2006 (ongoing)

FASTT Math training, grades K-8, special educators

2006

Workshop on using Exemplars for teaching, practicing and assessing problem-solving, grades 1-5

2007, 2008

Everyday Mathematics workshops for district childcare workers

Offering a variety of programs

Each student learns differently. Ann Arbor offers a variety of ways to complete the more rigorous standards that students must meet to earn a high school diploma.

- The e2020 credit recovery program lifts struggling students and puts them back on the path toward graduation.
- Choices A2.0 offers a blended approach with both online and nontraditional classes. Community Resources (CR) courses allow high school students to reach out to the community for extended learning.
- Ann Arbor joins other county districts in programs such as WAY Washtenaw, an online high school setting for at-risk students, the Early College Alliance at Eastern Michigan University and Washtenaw International High School, an International Baccalaureate program.



Taking a partnership approach

We cannot work in isolation, but must partner with others as this work takes shape. Some partnerships are under way; others will be formed.

- Neighborhood community centers, faith-based organizations, the Ann Arbor branch of the NAACP and partnerships with other organizations are an integral part of this process.
- The Ann Arbor Public Schools partner with the University of Michigan School of Education in world language, which develops language proficiency and fosters cultural understanding for students.
- U-M also works with the district on its Summer Learning Institute, offering summer instruction for Ann Arbor students who need it.
- Discussion and planning are under way with U-M for an eastside K-8 campus designed for Mitchell Elementary School and Scarlett Middle School.



2009-2010

Expansion of READ180 and System 44 to all schools
Begin expansion of Reading Apprenticeship to middle schools
Implementation of new reading assessment K-2

2010-2011

Implementation of new formative writing assessment K-2
Implementation of District-Wide Capstone Literacy and SS Writing Project at MS
Implementation of new reading assessment 3-5

Math Achievement Initiatives Timeline

2007-2008
District math differentiation workshops, grades K-5, special educators

2008, 2009
One week training for new middle school math teachers in Connected Mathematics Project (CMP)

2007, 2008, 2009
Everyday Mathematics workshops for Peace Neighborhood Center tutors and families

2008
University of Michigan School of Education/AAPS mathematics partnership, grades K-5

2008-2009
Aligned middle school curriculum and instruction to Michigan Grade Level Content Expectations, grades 6-8

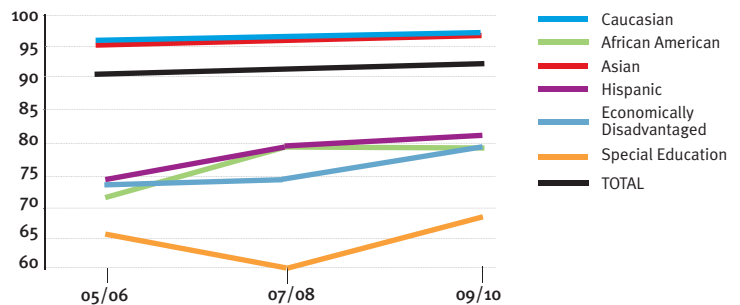
Michigan Educational Assessment Program (MEAP) Grades 3-5

Reading and math scores for African-American, Hispanic and economically disadvantaged students have risen faster than those of Caucasian and Asian American students, although a gap remains. Test scores of all Ann Arbor student groups exceed state averages.



Reading – Grades 3-5

	05/06	07/08	09/10	09/10 State Average
Total	91.4	91.7	92.8	86.3
Caucasian	96.3	96.0	96.8	90.7
African American	73.1	78.9	78.9	73.3
Asian	95.0	96.1	96.2	92.4
Hispanic	74.4	79.0	81.0	78.1
Special Ed	66.2	59.9	68.1	62.2
EconDis	74.3	74.8	79.7	79.0



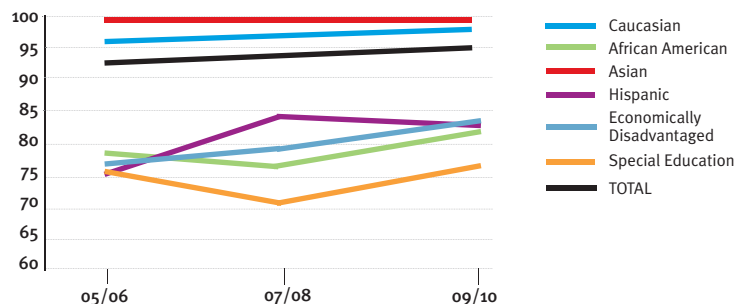
The gaps for economically disadvantaged and African-American students are interdependent because ED students are disproportionately African-American. The following illustrates this for the case of reading, showing percent of proficiency:

MEAP Reading Grades 3-5, 2009-10	Caucasian	African-American
Economically Disadvantaged:	99%	82%
Non-Economically Disadvantaged:	99%	96%



Mathematics – Grades 3-5

	05/06	07/08	09/10	09/10 State Average
Total	93.0	93.6	95.0	88.7
Caucasian	96.5	97.2	98.1	92.0
African American	78.1	76.9	82.0	77.4
Asian	99.0	99.0	99.2	96.1
Hispanic	75.6	84.5	83.0	84.3
Special Ed	75.3	71.6	76.3	73.4
Econ Dis	77.6	79.3	84.6	83.4



2008-2009-2011

Lenses on Learning, series of three hands-on courses for elementary and middle school administrators focusing on reform mathematics

2008, 2009, 2010

Middle school summer school

2009

Mathematics professional development series with Deborah Ball: mathematics content (fractions), teaching practices, student knowledge, and professional learning practices for elementary (grades K-5) teachers

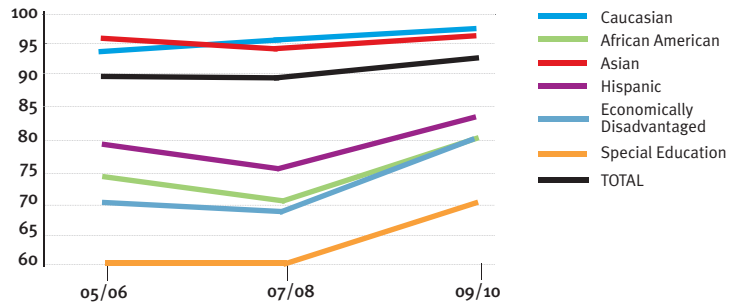
2009-2011

Math Advisory study groups to develop building leaders, grades K-5

Michigan Educational Assessment Program (MEAP) Grades 6-8

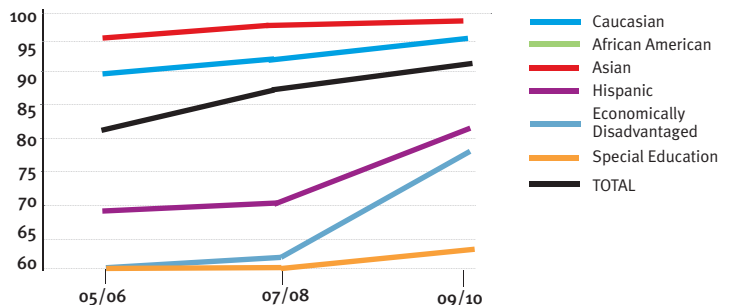
Reading – Grades 6-8

	05/06	07/08	09/10	09/10 State Average
Total	89.9	89.7	93.2	84.3
Caucasian	94.2	95.5	97.0	88.3
African American	74.6	71.7	80.2	70.3
Asian	95.1	94.8	96.3	91.7
Hispanic	79.2	74.4	83.9	77.1
Special Ed	59.1	59.8	71.4	52.4
EconDis	71.1	69.5	80.2	76.0



Mathematics – Grades 6-8

	05/06	07/08	09/10	09/10 State Average
Total	82.3	87.3	91.8	78.0
Caucasian	89.2	93.1	95.5	84.3
African American	51.6	64.6	77.2	56.8
Asian	96.2	98.3	97.9	92.1
Hispanic	69.1	70.1	82.4	70.2
Spec Ed	41.8	56.0	63.4	45.1
EconDis	54	62.2	78.3	67.2



The gaps for economically disadvantaged and African-American students are interdependent because ED students are disproportionately African-American. The following illustrates this for the case of math, showing percent of proficiency:

	Caucasian	African-American
MEAP Math Grades 6-8, 2009-10 Economically Disadvantaged:	90%	81%
Non-Economically Disadvantaged:	98%	90%

Math Achievement Initiatives Timeline

2009 (ongoing)
Teacher study groups to address and study ways to develop number sense, grades K-5

2009-2010
Created Algebra 1 common assessment, grades 8, 9

2009
Trained teachers and implemented e2020 for math support and credit recovery, grades 6-12

2009-2010, 2010-2011
Five-session, grade specific workshop series for new and new-to-grade-level teachers, grades K-5

Michigan Merit Examination (MME) Grade 11

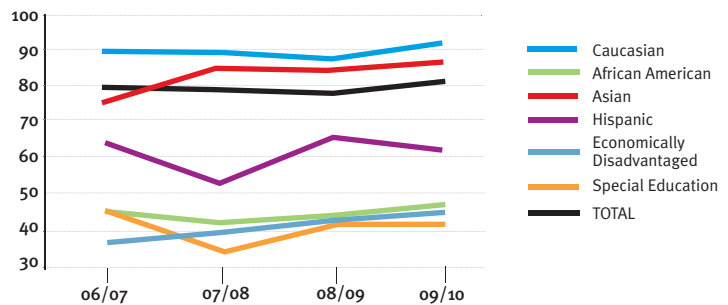
Recent test results show wide gaps in mathematics scores.



We responded by strengthening our efforts to increase enrollments of all students – and especially African-American and economically disadvantaged students – in more rigorous classes, aligned with the MME.

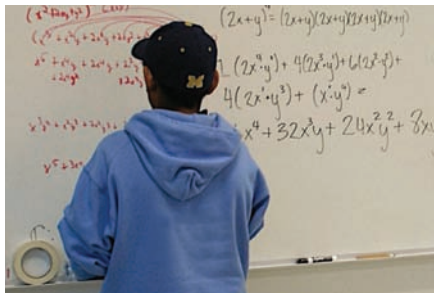
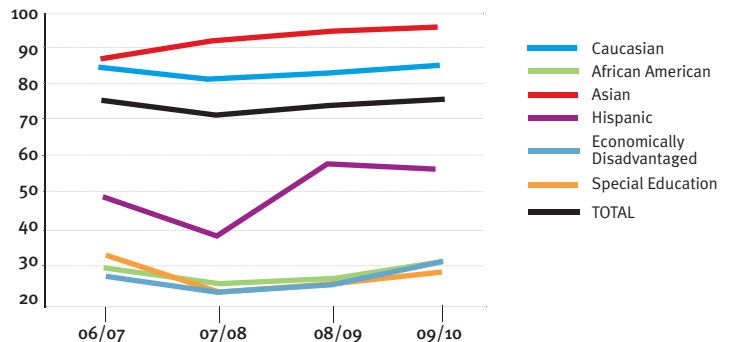
Reading – Grade 11

	06/07	07/08	08/09	09/10	09/10 State Average
Total	79.5	78.6	78.1	80.3	65
Caucasian	89.9	89.5	87.8	90.5	72
African American	44.6	41.4	43.7	47.2	37
Asian	76.1	85.4	83.4	85.1	75
Hispanic	63.7	51.2	65.3	61.0	51
Special Ed	44.2	32.4	40.6	40.5	24
EconDis	36.4	39.9	42.0	44.2	48



Math – Grade 11

	06/07	07/08	08/09	09/10	09/10 State Average
Total	74.5	70.8	72.8	75.4	50
Caucasian	84.4	81.4	83.6	85.7	58
African American	29.8	24.4	26.2	30.8	16
Asian	87.7	91.3	92.3	95.4	72
Hispanic	48.9	38.1	58.3	56.7	34
Special Ed	30.4	22.4	25.7	29.7	11
EconDis	28.6	26.6	26.0	31.5	30



We are making progress in enrollments that we expect will lead to higher achievement. We recognize that much work remains to be done and we are committed to doing this work.

