

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



State OF THE Schools 2022-23

ANN ARBOR PUBLIC SCHOOLS

Board of Education
February 8, 2023

State of the Schools

Ann Arbor Public Schools

- Update of Current Data & Information
- Priorities: Current Work In-Progress & Commitments
- Challenges & Opportunities
- Highlights of some Next Steps 2023

About the Ann Arbor Public Schools

- ✧ The 4th largest school district in Michigan
- ✧ Ann Arbor Public Schools serves approximately 17,500 students
- ✧ 32 school campuses within Ann Arbor and 8 surrounding townships.
- ✧ Westerman Preschool and Family Center + 5 satellite Preschool locations
- ✧ 19 P5 Elementary Schools
- ✧ 2 K-8 Schools: A2Open & A2STEAM
- ✧ 5 comprehensive Middle Schools
- ✧ 3 Comprehensive High Schools & 2 small specialty program high schools

About the Ann Arbor Public Schools



Ann Arbor Public Schools

State of Schools 2023

- Equity Work 22-23 : A Focus on *Belonging Through A Culture of Dignity*
- Listen and Learn Community Engagement 2023
- Student Learning Recovery & Achievement
- Mental Health & Well-Being
- Ensuring Quality Educators in Schools
- Capital Program - Improved Infrastructure
- Extended Day Program Update
- Next Steps in the AAPS
- Additional State of Schools Data Included

COVID Response

Ongoing Work in Support of Students and Staff

2020-21 - 2021-22 - 2022-23

- 1) Student Learning Recovery, Growth, and Academic Progress**
- 2) Student Well-being, Social-Emotional Development, and Mental Health Support**
- 3) COVID Mitigation- Health & Safety**
- 4) Quality Staff**

AAPS Priorities Schools 22-23

- Student Academic Learning Recovery & Growth
- Student Social Emotional Wellbeing & Mental Health
- Health & Wellness
- Quality Educators & Staff

From AAPS community input 2020-22



Equity Focus

2022-23 Affirmation:

In the AAPS, we will nurture a climate of belonging through shaping and maintaining a culture of dignity for every student (staff & family member) on every day.

Equity Focus: Ensuring a Culture of Dignity



Dignity 22-23 Mission:

We are committed to honoring the dignity of each student, ensuring connections, learning and growth for students at school through listening to and getting to know our students, celebrating the unique gifts and strengths each student brings to the classroom community.

AAPS Equity Focus

AAPS Working Definition of Equity: Equity is the moral responsibility of each member of our learning community to take the intentional actions necessary to continue to create a learning community free of barriers, biases, and disproportionality for each and every person regardless of personal characteristics and social circumstances.

Work for Change in the AAPS: In our work together to shape a culture of dignity as the organizational foundation for equity, we will continue progress in equity practice across three key domains of the AAPS organization:

- 1) a transformation of **culture**,
- 2) the shift of classroom, school and organizational **practice**, and
- 3) the redesign of **systems** to honor dignity.

AAPS Equity Focus

Pathways to Nurture & Ensure Our Work and Growth Together

- Teacher Learning Networks
- School Leaders Network Learning Together
- School-Based Equity Teams
- AAPS Student Equity Network



Next Steps

- **Community Equity Advisory Group**
 - Representative from each of the Board Designated Parent Groups & community center groups
- **Strategic Equity Plan - May, 2023**

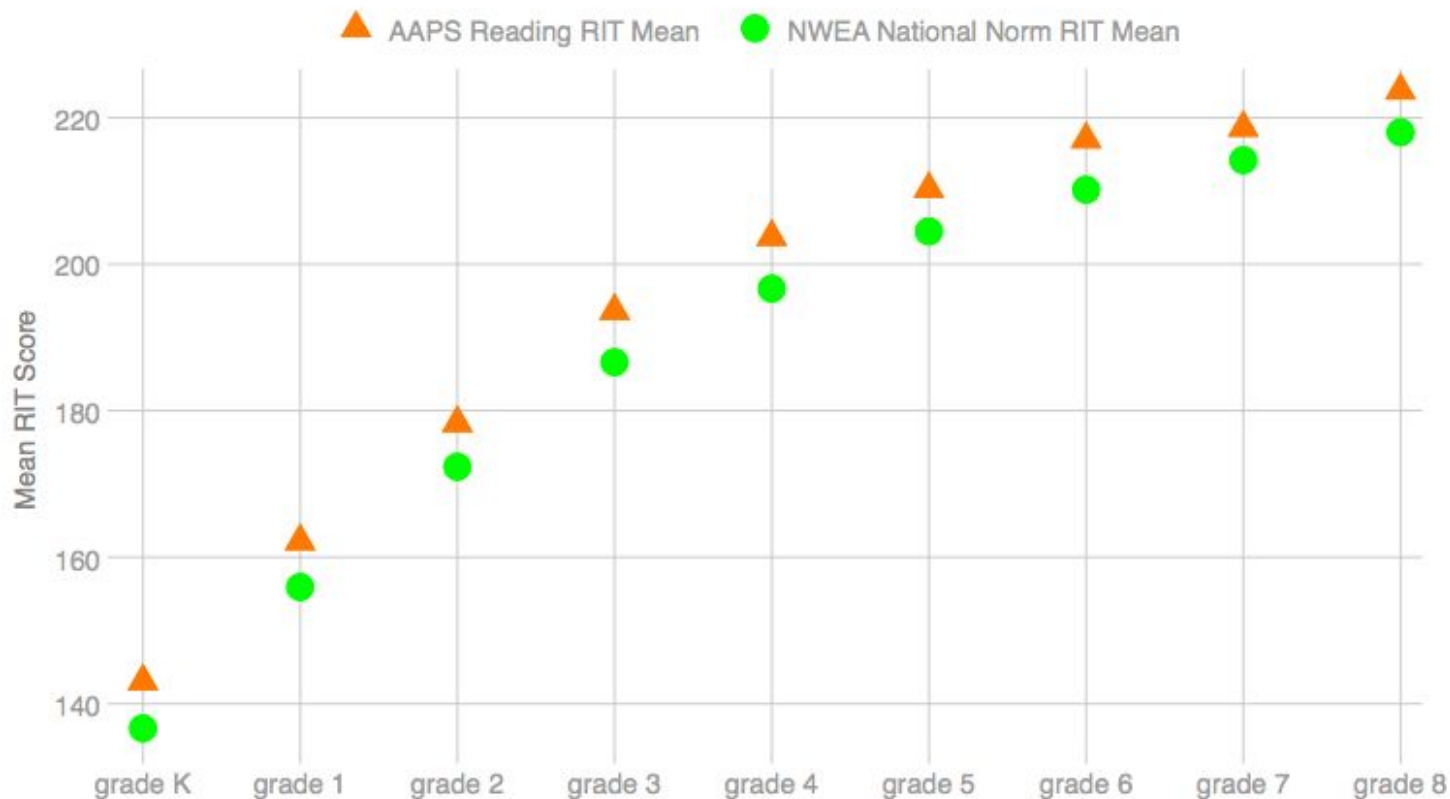
Academic Learning Recovery & Student Achievement



NWEA Fall 2022 Achievement Report and Review Recovery Plan
December 21, 2022

AAPS Reading RIT Mean Scores Compared to National RIT Norms

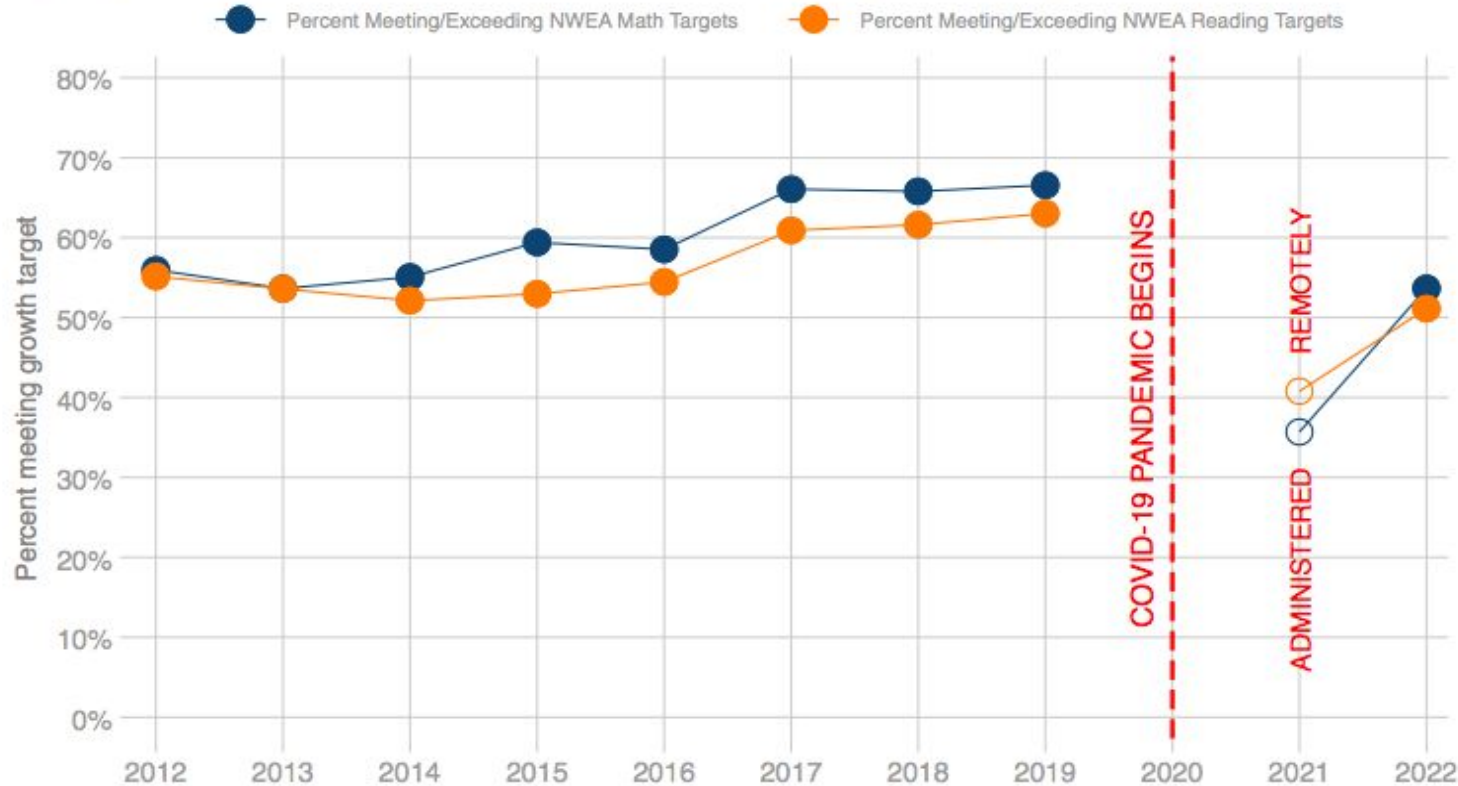
Fall 2022 NWEA Administration



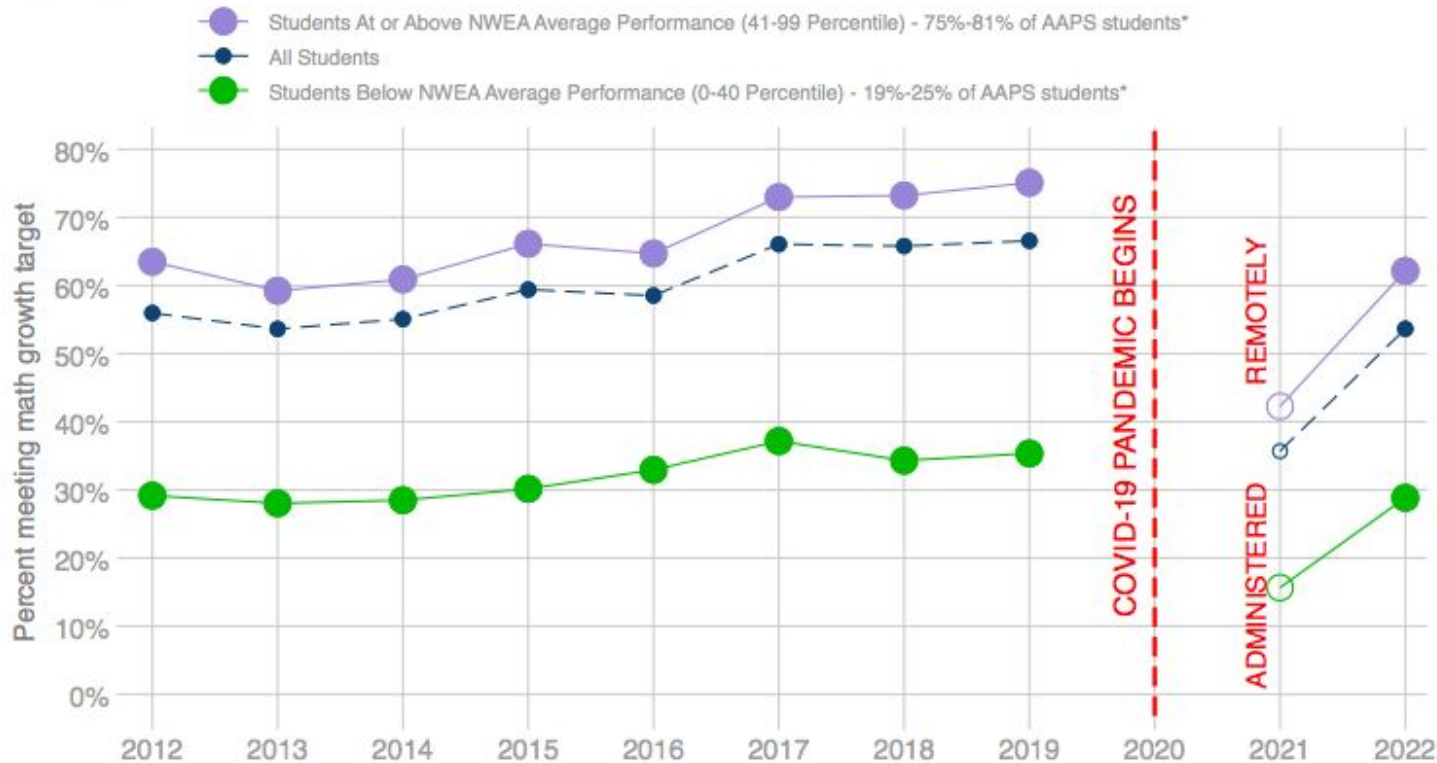
	AAPS Reading Fall 2022 Mean RIT	NWEA Reading Fall Norm RIT Mean	Percent of Norm RIT Mean Score Achieved
Grade K	143.07	136.65	104.70%
Grade 1	162.18	155.93	104.01%
Grade 2	178.31	172.35	103.46%
Grade 3	193.64	186.62	103.76%
Grade 4	203.73	196.67	103.59%
Grade 5	210.27	204.48	102.83%
Grade 6	217.05	210.17	103.27%
Grade 7	218.62	214.2	102.06%
Grade 8	223.71	218.01	102.61%

	AAPS Math Fall 2022 Mean RIT	NWEA Math Fall Norm RIT Mean	Percent of Norm RIT Mean Score Achieved
Grade K	149.11	139.56	106.84%
Grade 1	166.98	160.05	104.33%
Grade2	182.01	175.04	103.98%
Grade 3	193.09	188.48	102.44%
Grade 4	204.98	199.55	102.72%
Grade 5	214.16	209.13	102.40%
Grade 6	219.59	214.75	102.25%
Grade 7	224.49	220.21	101.94%
Grade 8	231.28	224.92	102.83%

Percent of AAPS Students Meeting or Exceeding NWEA Growth Target Spring NWEA Administration, 2012-2022, Fall-to-Spring Growth Targets



Percent of AAPS Students Meeting or Exceeding NWEA Growth Target Spring NWEA Administration, 2012-2022, Math Fall-to-Spring Growth Targets



*Percent of AAPS students in each group varies by grade level/year/subject area

An Overview of Current AAPS Academic Interventions and Student Supports

Coaching/Intervention

Literacy and Math Coaches
Direct Skills-targeted Intervention for Identified Students

Teacher coaching in effective assessment to identify areas for skills-based instruction

Teacher coaching in effective instructional practices in each of the targeted skills areas to ensure strong foundation literacy skills for every student

Daily Literacy and Math Intervention

Elementary
Daily, targeted small group literacy and math instruction

Diagnostic screening and formative assessments tools to identify and track progress regularly

Secondary
Identified students receive daily scheduled support through Academic and Personalized Support Courses designed support core class success with an added layer of targeted skills and content instruction.

English Learner, Title I Intervention

English Learner Teachers
Serving 2400 Students in Every AAPS School with push in and pull out language acquisition support.

Title I Teachers
in AAPS Title I Eligible Schools, providing targeted literacy and math interventions

Family Engagement
Interpretation & Translation Services
Literacy & Math Nights

Supports Beyond the School Day

Extensive Summer Programs

24/7 Access to Skills-Targeting Tools:
Delta Math RTI
Lexia/Lexia Power-Up
Dreambox

Credit Recovery
Point of Need
Personalized Learning PLans

Online Course Access
Grades 5-12

Mental Health & Wellness



Social Emotional Supports for all Students: Trails
Additional Learning Supports for Students

Mental Health & Well-Being

- Take care with our language and narrative regarding behavioral health
- Increased social emotional needs, behavioral health challenges, & mental health concerns preceded the pandemic, have been exacerbated during this time, & persist today
- Continue to make significant investments of our resources & leverage many rich community partnerships in this area of challenge to support students, yet we need more resources in this critical area
- Recent state & federal updates - anticipate funding both to increase professionals in our schools & the pipeline of school mental health professionals coming into the field

Ensure Quality Educators



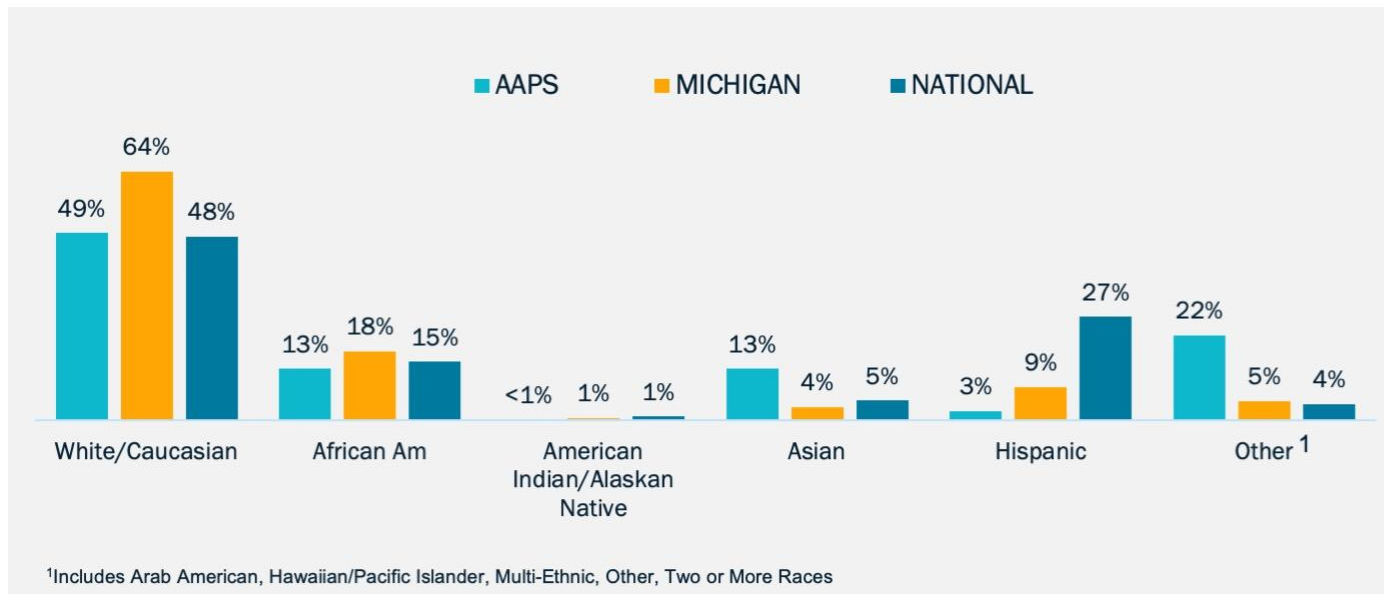
2022-23 Staffing & Recruitment Annual Report
December 21, 2022

Ensure Quality Educators

- Schools are major employers in communities; this is true in Ann Arbor
- Implement evidence-based strategies to recruit & retain highly effective educators
- We are calling on our legislators - we must close critical pay gaps
- It is time to invest in our educators in significant ways, investing in quality educators is how we invest in our children & our collective future
- If we fail to make investments, the concerns that have emerged during the pandemic will persist
- We need additional resources to continue to accomplish the important work in this critical area vital to the future of public education

Student Comparison

AAPS / State / National



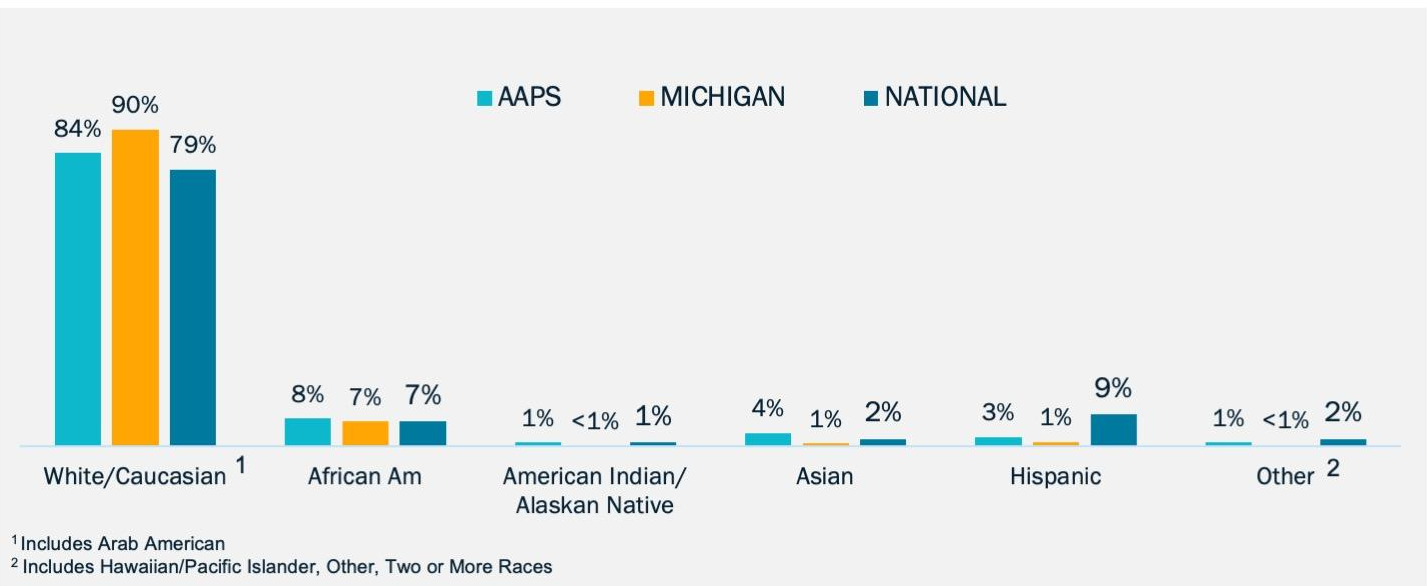
AAPS Source: 2022-23 Student Enrollment Data

Michigan Source: 2021-22 MI School Data Student Count Snapshot

National Source: National Center for Education Statistics, 2017-18

Teacher Comparison

AAPS / State / National



AAPS Source: 2021/22 New World Data 11-29-2022
Michigan Source: 2019/20 MI School Data Staffing Count Snapshot
National Source: National Center for Education Statistics, 2017/18

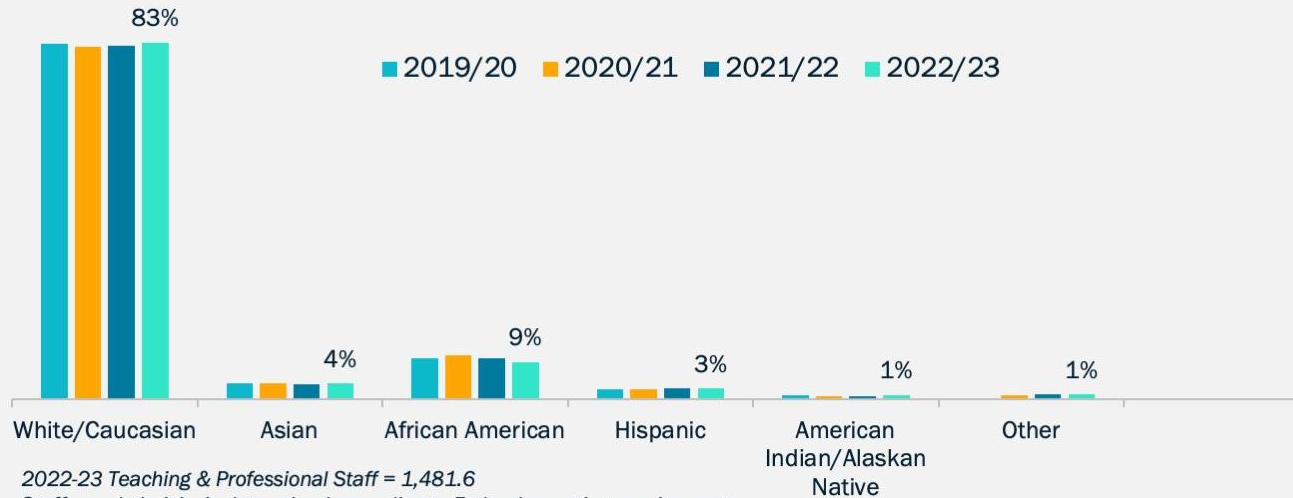
AAPS Student Population



2022-23 Student Population is approximately 16,800
Student race/ethnicity is determined according to district reporting requirements.

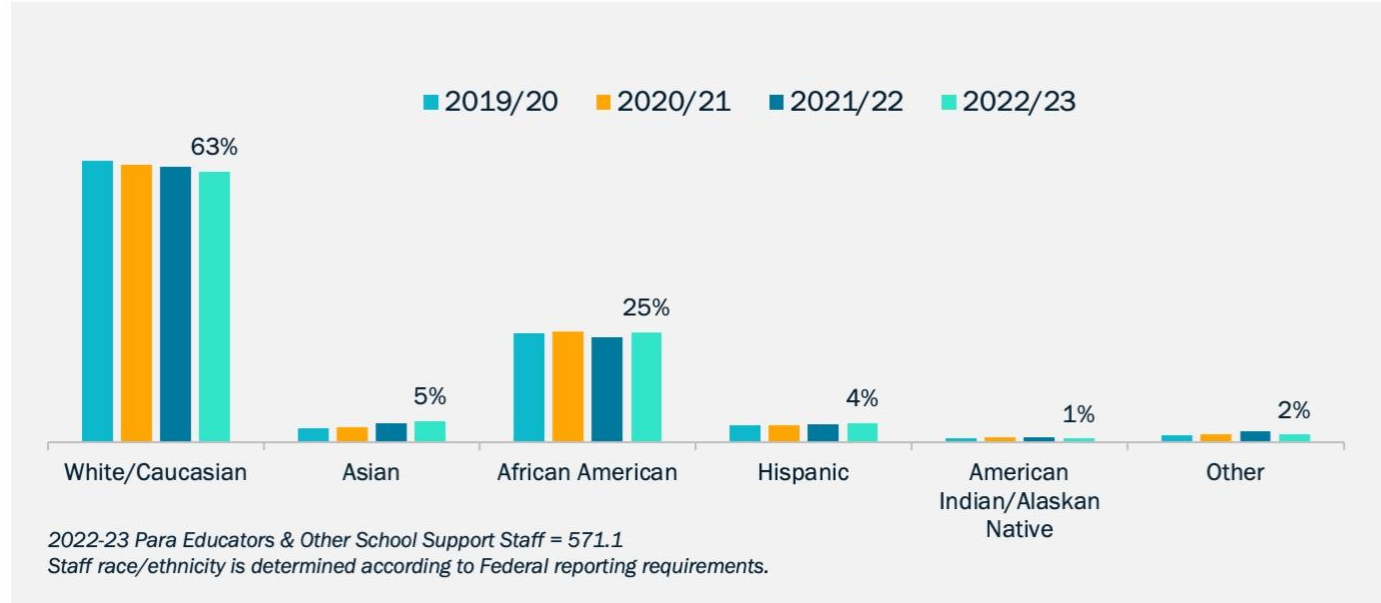
Teachers & Professional School Staff

(Teachers, Counselors, School Social Workers, Speech Therapists, Occupational Therapists, School Psychologists, School Nurses, Intervention Specialists, Coordinators)

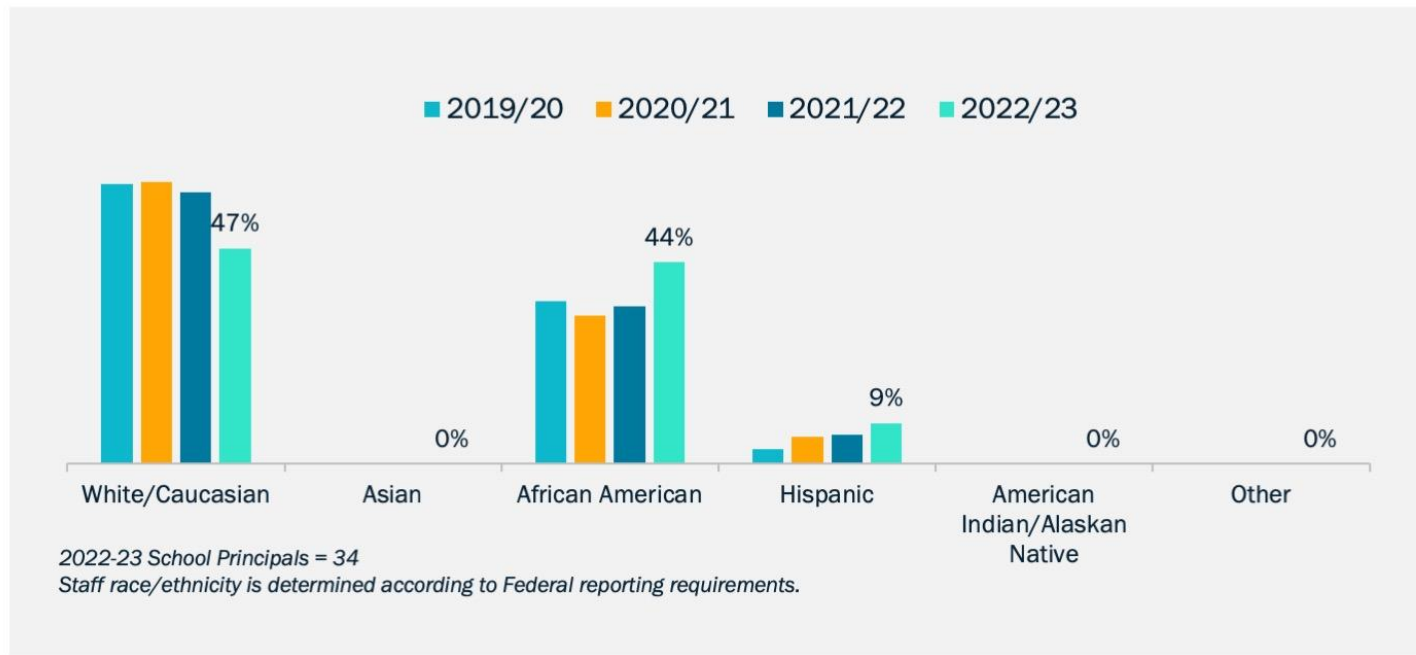


Para Educators & Other School Support Staff

(Para Educators, Office Professionals, Rec & Ed Coordinators & Technical Support Personnel)

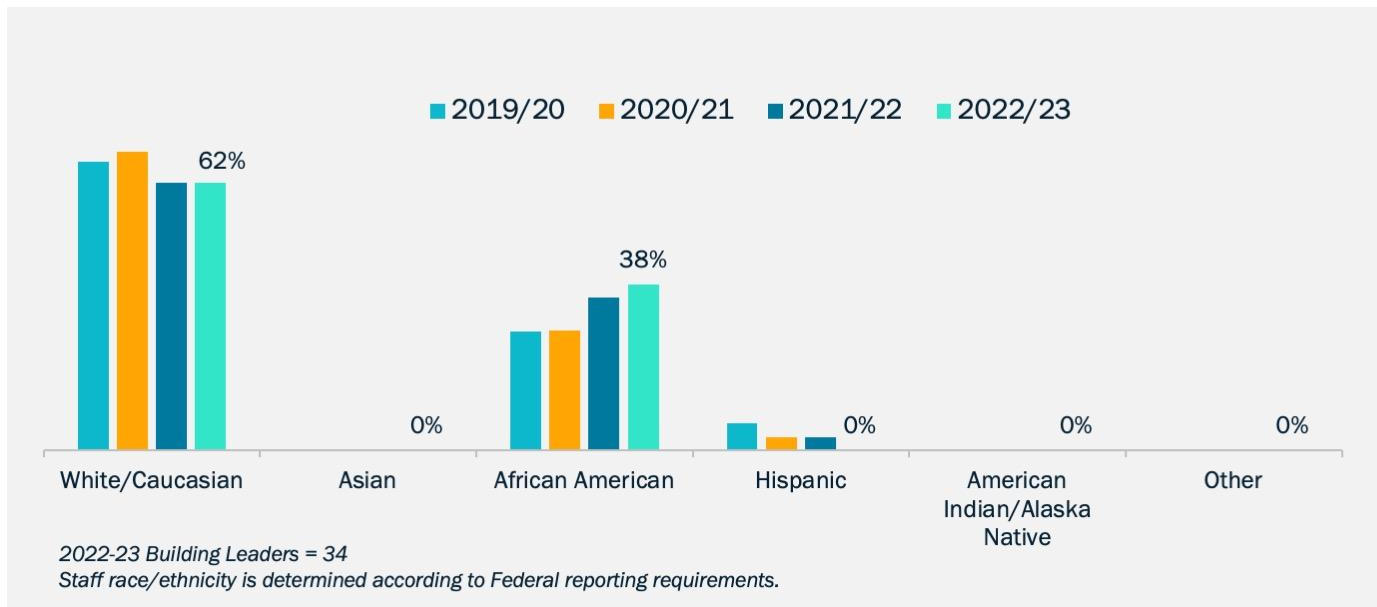


School Principals



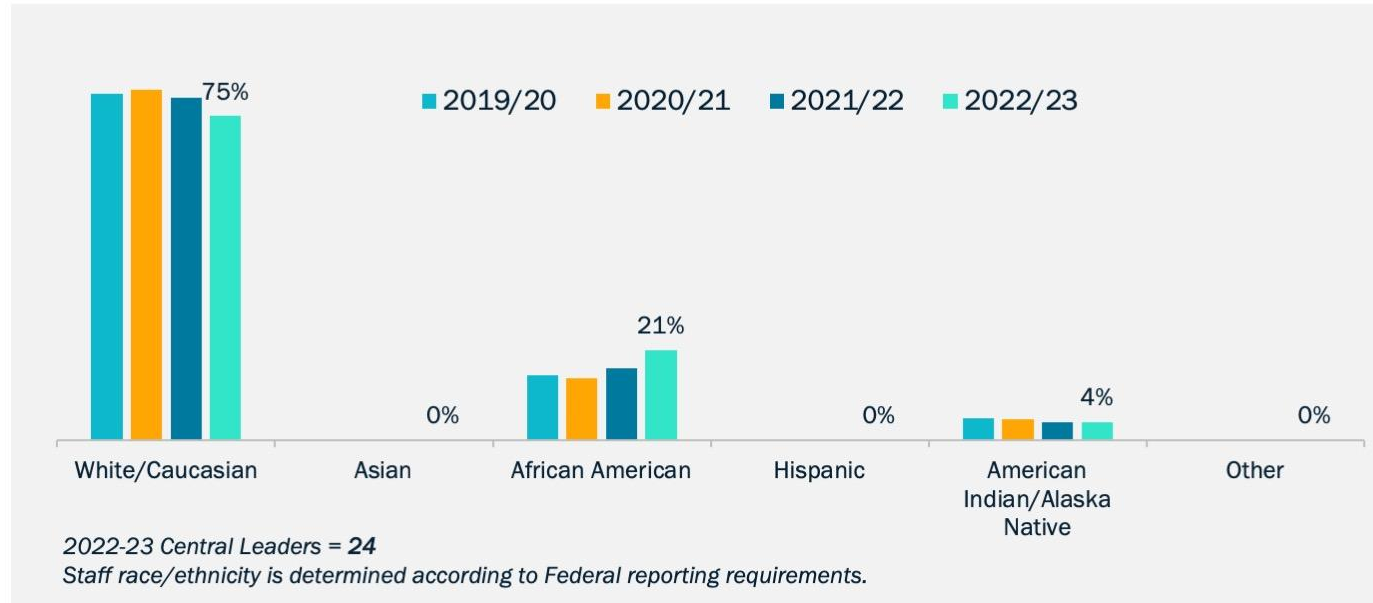
Building Leaders

(Assistant Principals, Class Principals, Deans, Assistant Deans, Athletic Directors)



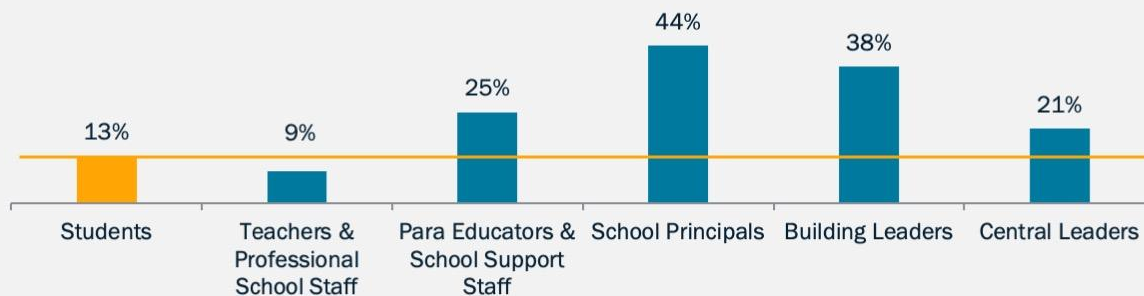
Central Leaders

(District Leadership Team, Executive Directors, Assistant Directors)



AAPS Staff/Student Comparison

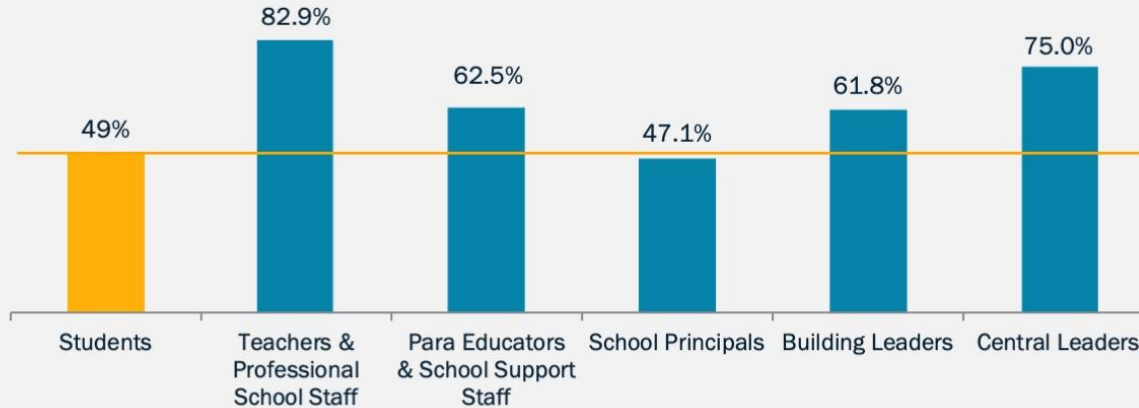
African American Representation



*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*

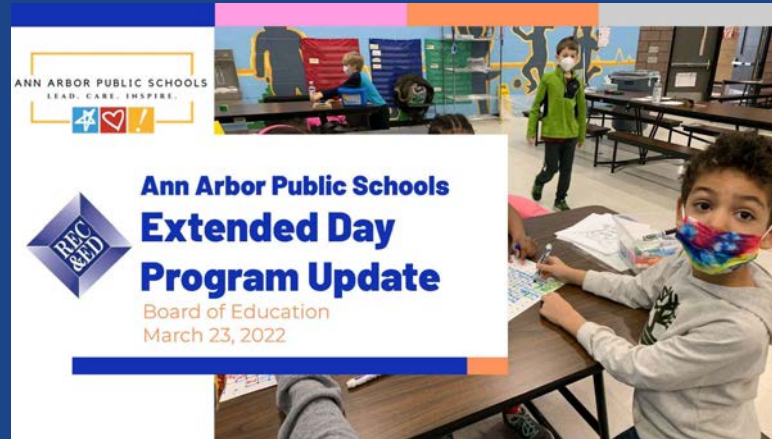
AAPS Staff/Student Comparison

White/Caucasian Representation



*Student race/ethnicity is determined according to District reporting requirements.
Staff race/ethnicity is determined according to Federal reporting requirements.*

Extended Day Program Update



Extended Day Program Update
March 23, 2022

Extended Day Program Update

- **Redesign of positions** to attract candidates: **including hourly rates, more hours available, benefits, and paid training**
- **Addition of opportunities** (due to change in licensing law) for 16 -17 year old high school students
- Update: as of Jan 2023, we have restored before and after care at **11 elementary school & K8 locations**
- **Will continue work to restore care at all elementary & K8 locations** - licensing is in place at all locations - *only need to add quality staff!*
- **All can assist in this effort by *sharing the word of open positions/ opportunities!***

bit.ly/Hiring4Care

Capital Improvement Projects - Early Commitments

Air Conditioning and LED Lighting – Completed:

Angell Elementary
Burns Park Elementary
Carpenter Elementary
Dickens Elementary
Lakewood Elementary
Mitchell Elementary
Pioneer HS Selective LED Lighting

Air Conditioning and LED Lighting - In Progress:

Bach Elementary *(Complete Spring 2023)*
Clague Middle School *(Complete Summer 2023)*
Community High School *(Complete Spring 2023)*
Eberwhite Elementary *(Complete Spring 2023)*
Forsythe Middle School *(Complete Summer 2023)*
Pioneer Theater Lighting Upgrade *(Continue in Summer 2023)*
Pittsfield Elementary *(Complete Summer 2023)*
Scarlett Middle School *(Complete Spring 2023)*
Tappan Middle School *(Complete Spring 2023)*
Wines Elementary *(Complete Summer 2023)*

FAST FACTS

147,426

square feet of roof replacements

84,433

square feet of roof coating improvements

311,893

square feet of ceiling tile replacement

29,221

lineal feet of fire suppression piping installed

2,464,615

square feet of air conditioning
provided at 24 schools

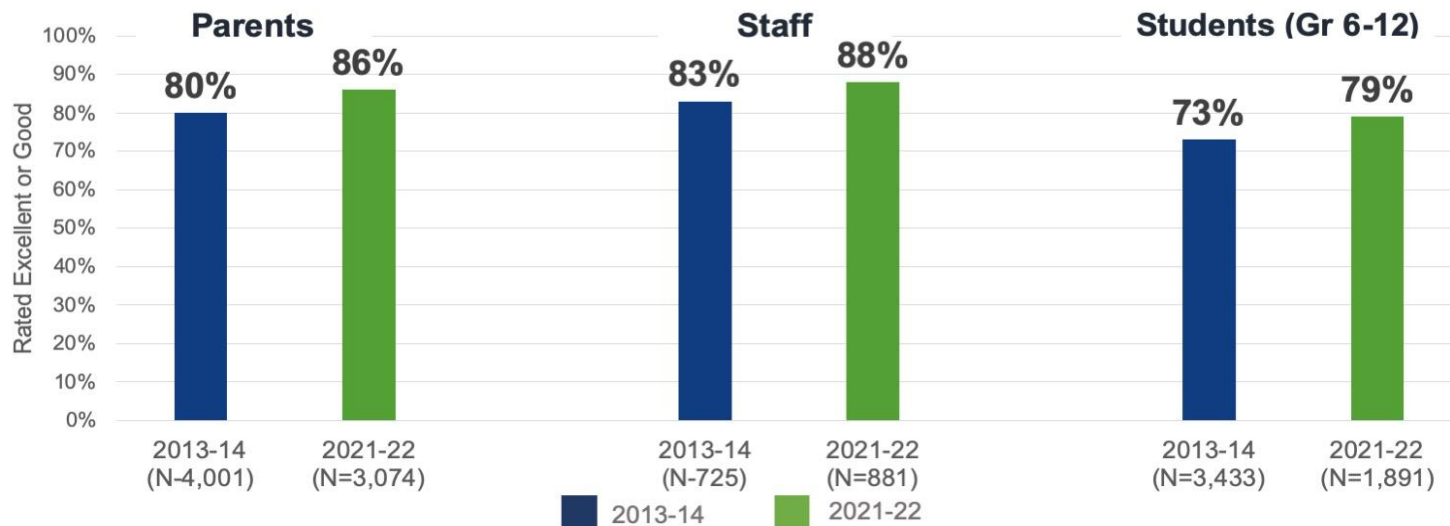
School Quality Surveys



AAPS 21-22 Climate Survey Annual Report Presentation
October 19, 2022

Overall Perception of School Quality – 2014-2022

How would you rate the overall quality of your school/your child's school?



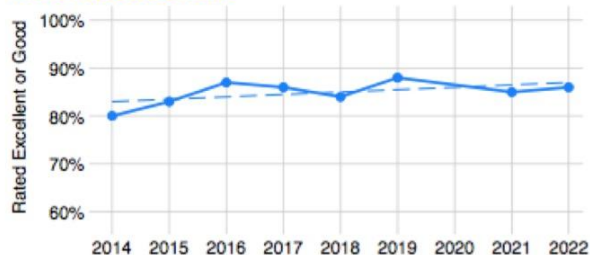
School ratings prior to 2019 have been mapped to Excellent and Good respectively. Data provided by K12 Insight.



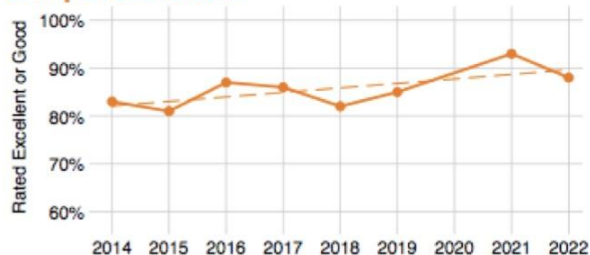
How would you rate the overall quality of this school? Spring 2014-Spring 2022

Overall School Quality Ratings have, on average, increased across all groups over the 9 years the AAPS has administered the School Climate Survey through K-12 Insight.

Parents/Guardians



Campus-Based Staff



Students Grades 6-12



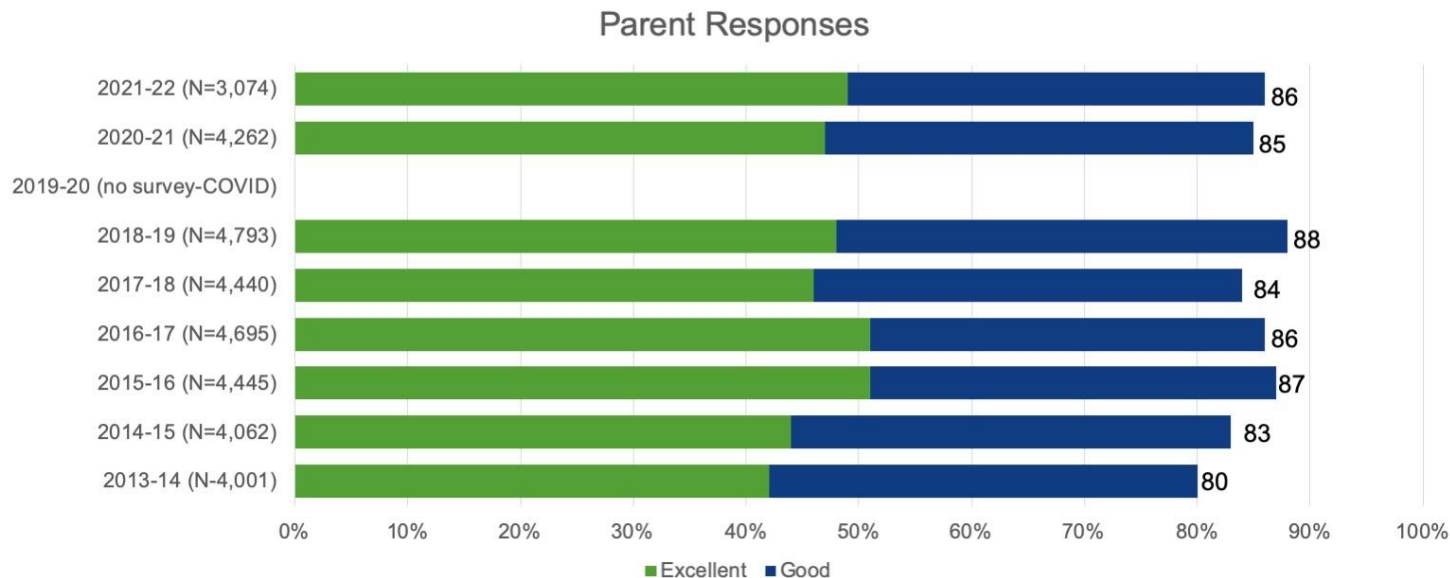
Students Grades 3-5



Notes: Grades 3-5 students were administered a survey beginning in Spring 2019. No survey was administered in Spring 2020 due to COVID closure. The school quality ratings A and B from prior to 2019 have been mapped to Excellent and Good respectively. Data provided by K-12 Insight.

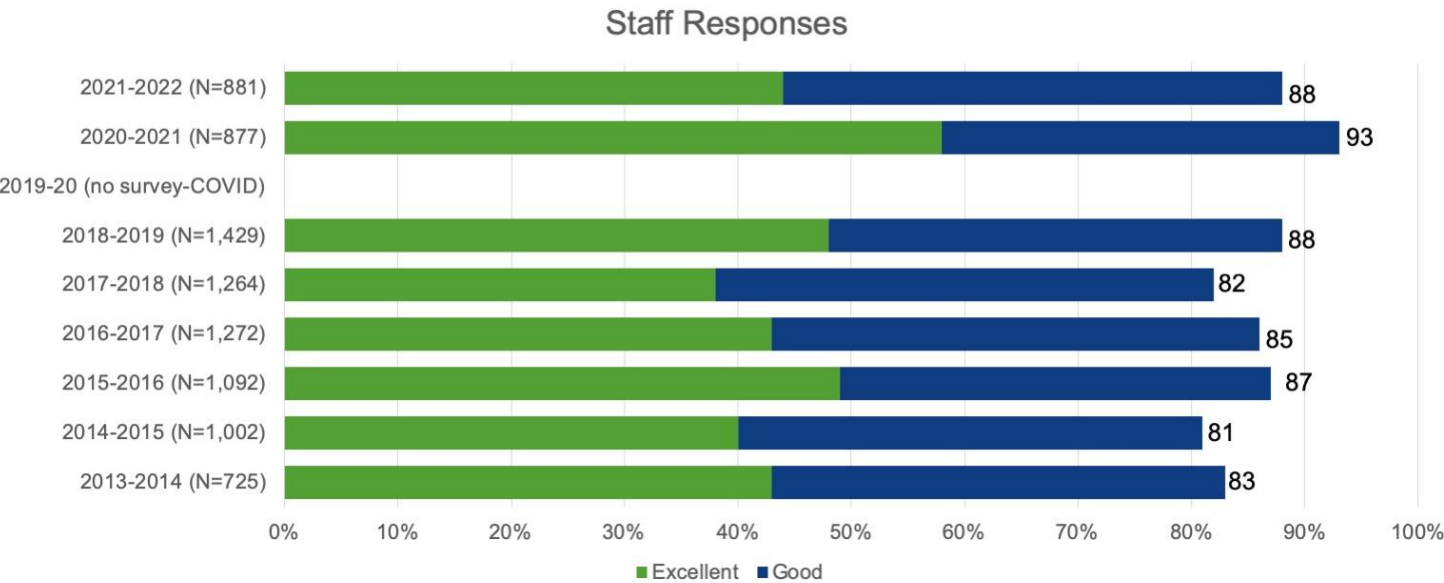
Overall Perception of School Quality - Parents

How would you rate the overall quality of your school/your child's school?



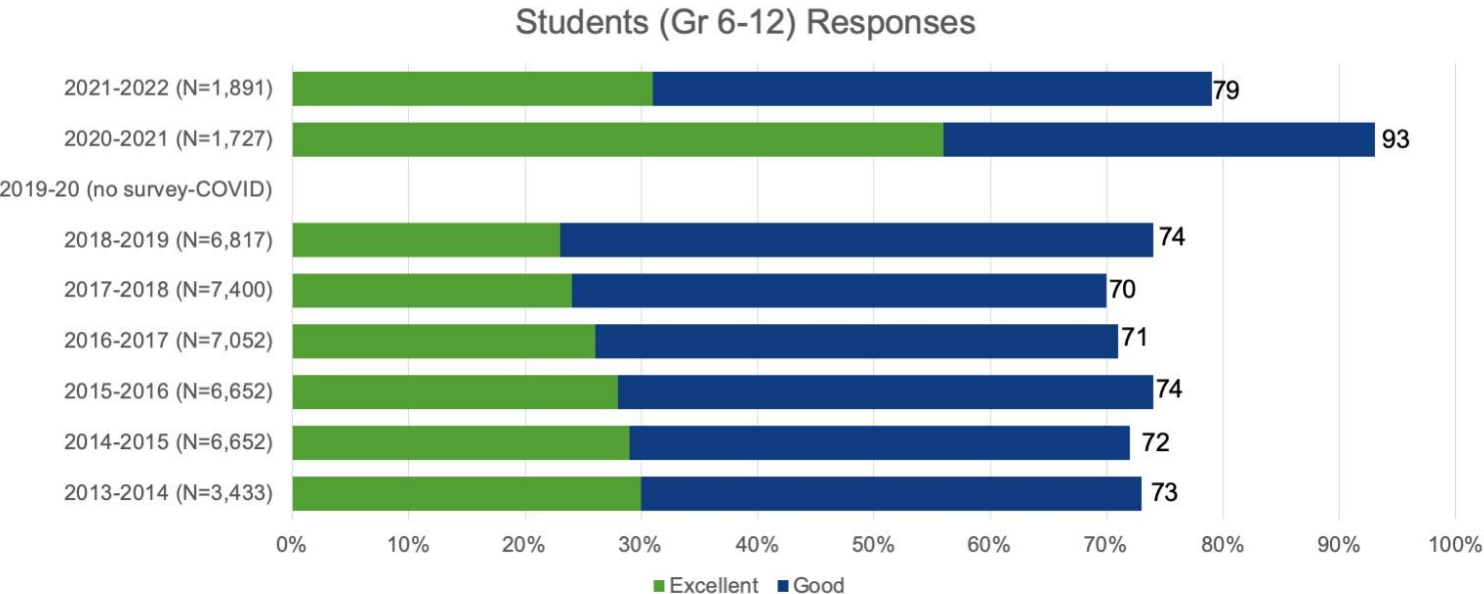
Overall Perception of School Quality - Staff

How would you rate the overall quality of your school/your child's school?



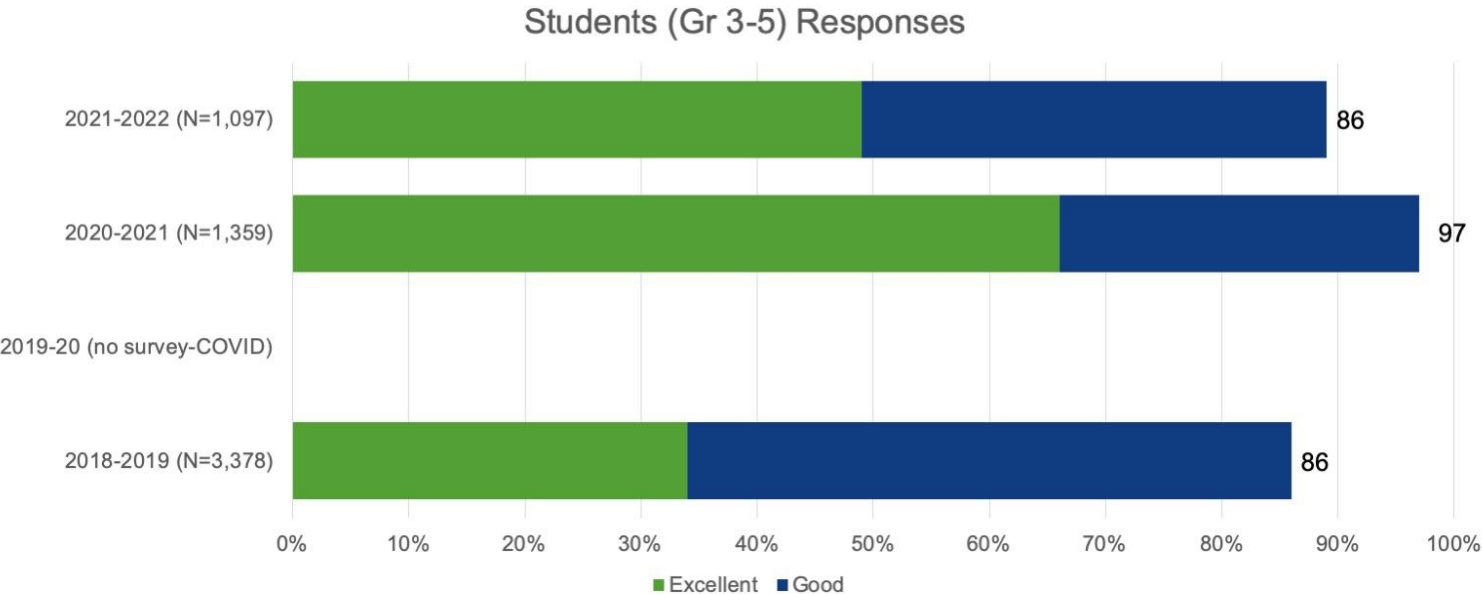
Overall Perception of School Quality – Students (Grades 6-12)

How would you rate the overall quality of your school/your child’s school?



Overall Perception of School Quality – Students (Grades 3-5)

How would you rate the overall quality of your school/your child’s school?



NOTE: No elementary student data available prior to 2018-2019.

Highlights, Priorities and Next Steps in the AAPS 2023 and beyond ...



Listen and Learn Community Engagement 2023

February - March - April - May

- ***Listen & Learn*** - School Community Conversations
- Thought Exchange Community Conversation
- Amplify the Voice of Underrepresented Groups in AAPS
- Focus groups, parent & alumni & community meetings, & community organizations

Convene Ongoing AAPS Student, Staff and Parent/Community Member Advisory Groups

- Convene AAPS District wide Student Advisory Group
- Convene AAPS District wide Parent & Community Advisory Group
 - 1 representative from each of the Board approved parent groups; representatives from each community center organization, including Peace, CAN, and others



Strategic Equity Work - Next Steps 2023

Work in Progress and Highlights of Next Steps 2022-2023:

- Continue our work to shift culture, ensure practice & align systems for equity in the AAPS
- Finalize the AAPS Strategic Equity Plan 2023
- Establish AAPS Equity Advisory Group
- Designated equity leaders in all schools, supporting and connecting this work for their school team
- Equity teams active in all schools
- Identified member of school team serves on district team to coordinate and support moving the work forward
- A clarified and defined process, districtwide, for ensuring all equity concerns are addressed as they emerge



Next Steps - AAPS Strategic Equity Plan

February - March - April 2023

- Receive input and feedback on priorities in the AAPS Strategic Equity Plan
- In ongoing conversations, meetings and updates during March & April & May

Strategic Equity Plan

- Additional round of community feedback on draft during April - May 2023
- Bring forward **Strategic Equity Plan** for BOE approval late May - early June 2023

Early Childhood Education

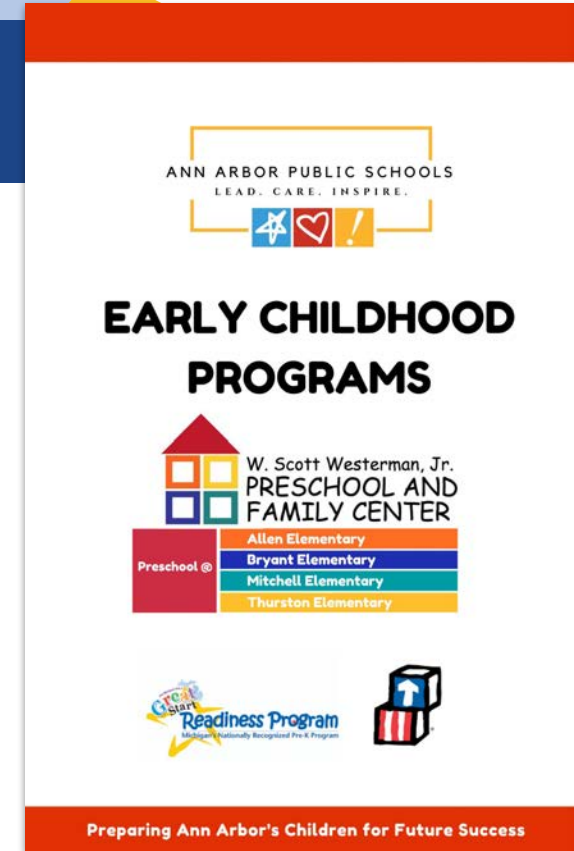


Early Childhood Education - *Why a priority?*

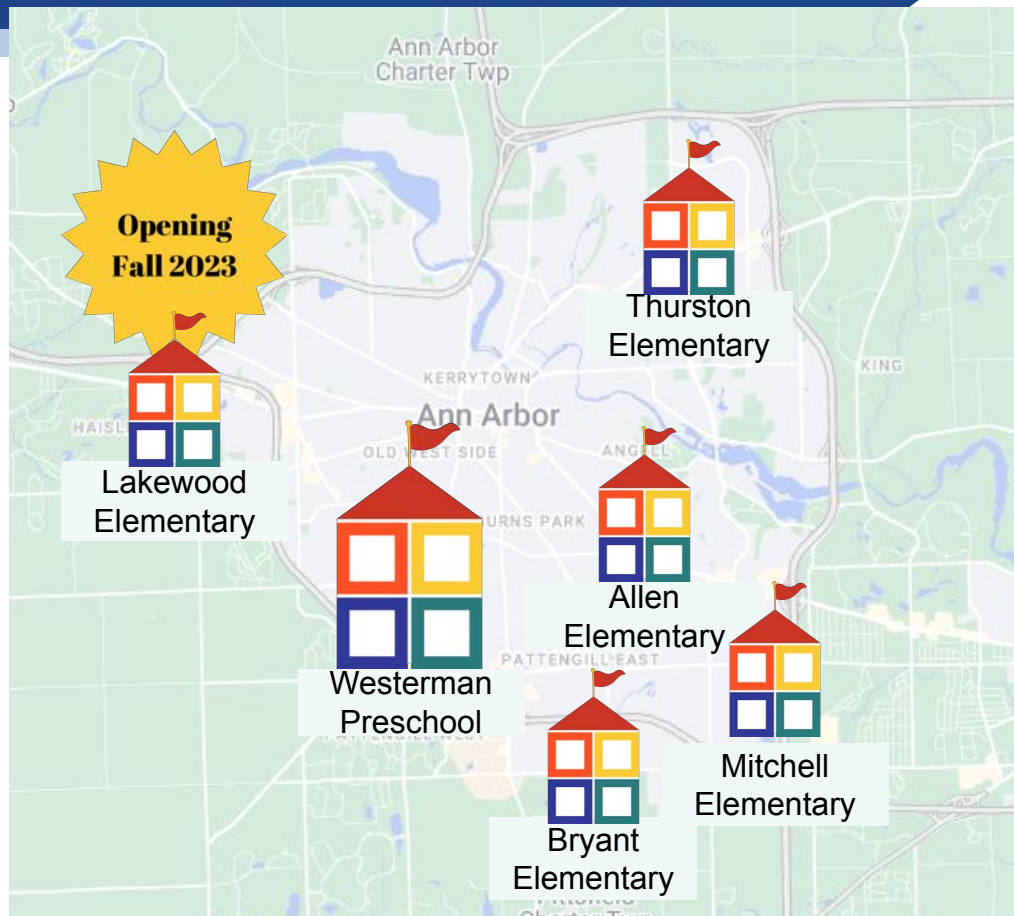
- 90 percent of a child's brain is formed by the time she turns 6
- Research supports that quality early childhood programs results in increased graduation rates, higher wage jobs, and healthier lifestyles
- James Heckman, Nobel Prize winning economist, states that preschool education is a better investment than the stock market. For every dollar spent on early childhood education it is estimated the return on investment is between \$4 and \$13
- In investing in early childhood learning, we see fewer students needing special education services and interventions later on
- See more on benefits of ECE here: **Buffet Early Childhood Institute**
<https://buffettinstitute.nebraska.edu/>

Early Childhood Enhancement Progress

- Transition to full -day Kindergarten programming
- Reopening of satellite preschool programs
- Introduction of Y5 programming in the AAPS
- Expansion Y5 classrooms into every elementary & K8 campus
- Addition of satellite preschool programs, most recently at **Bryant Elementary in 2021**



Early Childhood Education - Next Steps 2023



Bryant-Pattengill Re-envision

Physical Improvements: extensive physical property improvements, representing an approximate \$7.6 million dollar investment, have been completed at both Bryant and Pattengill during 2019 - 2021

Land Acquisition: In December 2019, the Board approved the purchase of the land (\$637,500.) adjacent to the Bryant property.

The additional entrance to the Bryant property from Ellsworth will be planned and constructed with projected completion during 2024;

Transition to P5 IB School: Bryant-Pattengill will enter year one of a three-year process to become a fully authorized International Baccalaureate School.



Challenges & Opportunities

Thank You, to the AAPS Board of Education
& to our Students, Educators, Parents,
& Community

Additional State of the Schools 2023 Data & Information follows

Student Enrollment



AAPS Fall 2022 Annual Student Enrollment Report - December 7, 2022

AAPS Enrollment Among Largest Michigan Districts

District Name	Total Enrollment
Detroit Public Schools Community District	48,754
Utica Community Schools	25,772
Dearborn City School District	20,145
Ann Arbor Public Schools	17,028
Plymouth-Canton Community Schools	16,311
Rochester Community School District	15,042

Fall 2022 Student Enrollment

16,993

Student Enrollment at all Y5-12 Campuses

Includes students enrolled in Washtenaw Educational Options Consortium (WEOC) and other programs

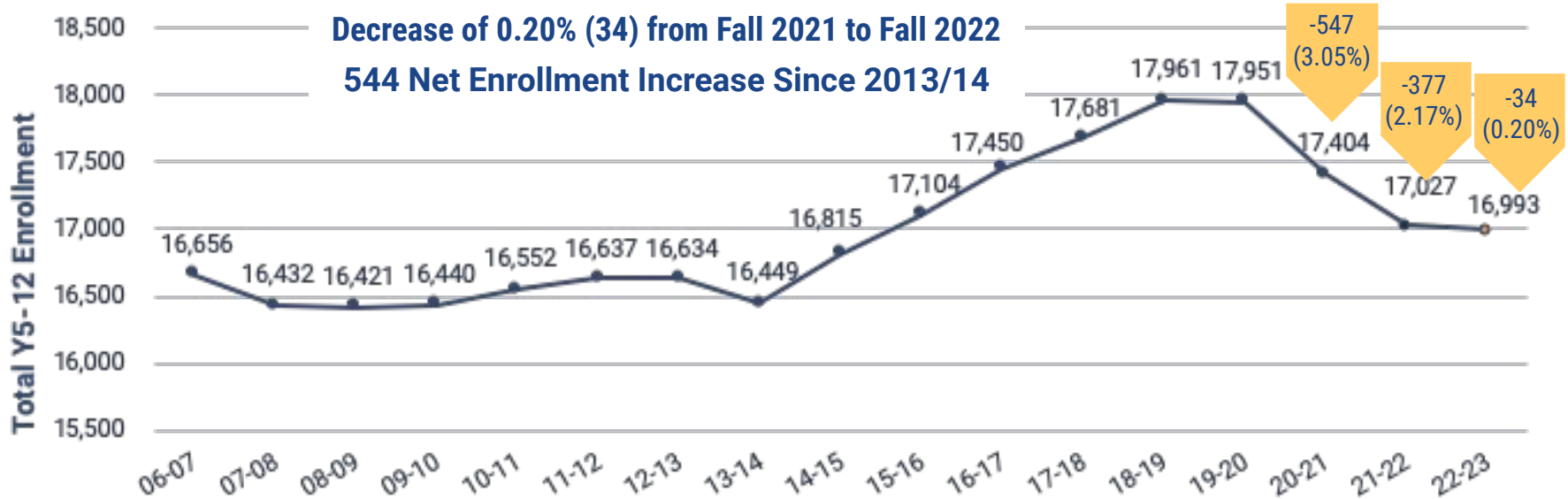
359

Preschool Student Enrollment

17,352

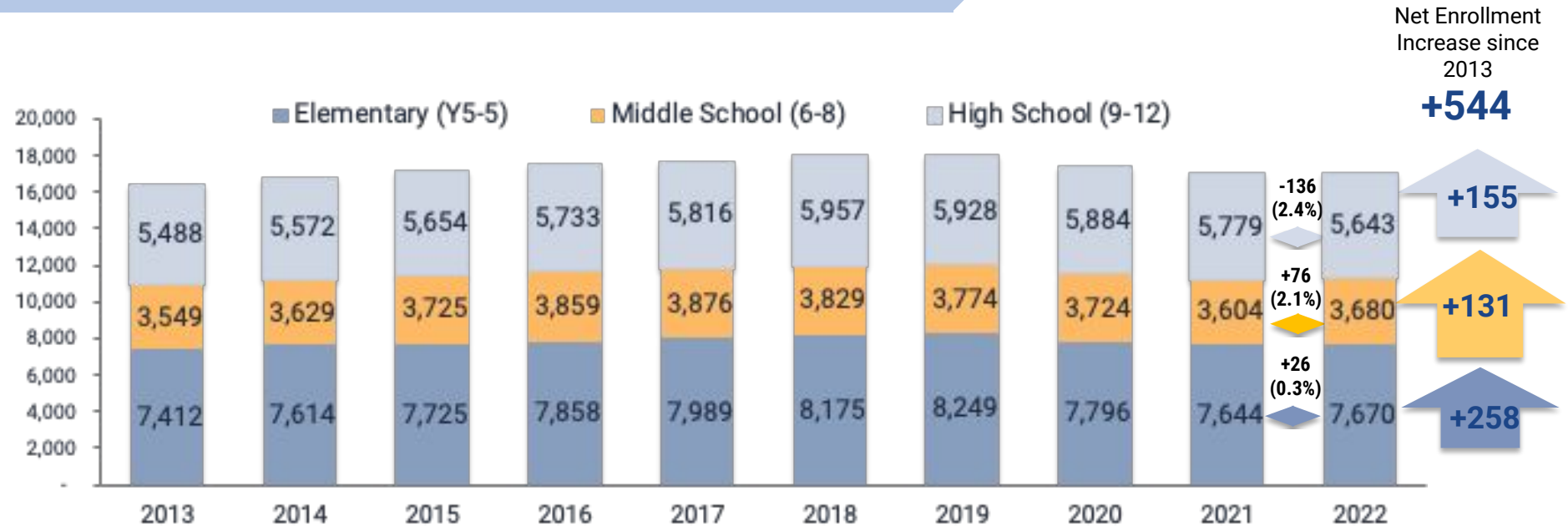
Total Student Enrollment Fall 2022

Fall 2022 Student Enrollment by School Year



- 1) Headcount, not FTE, represents actual count
- 2) Preschool is not included

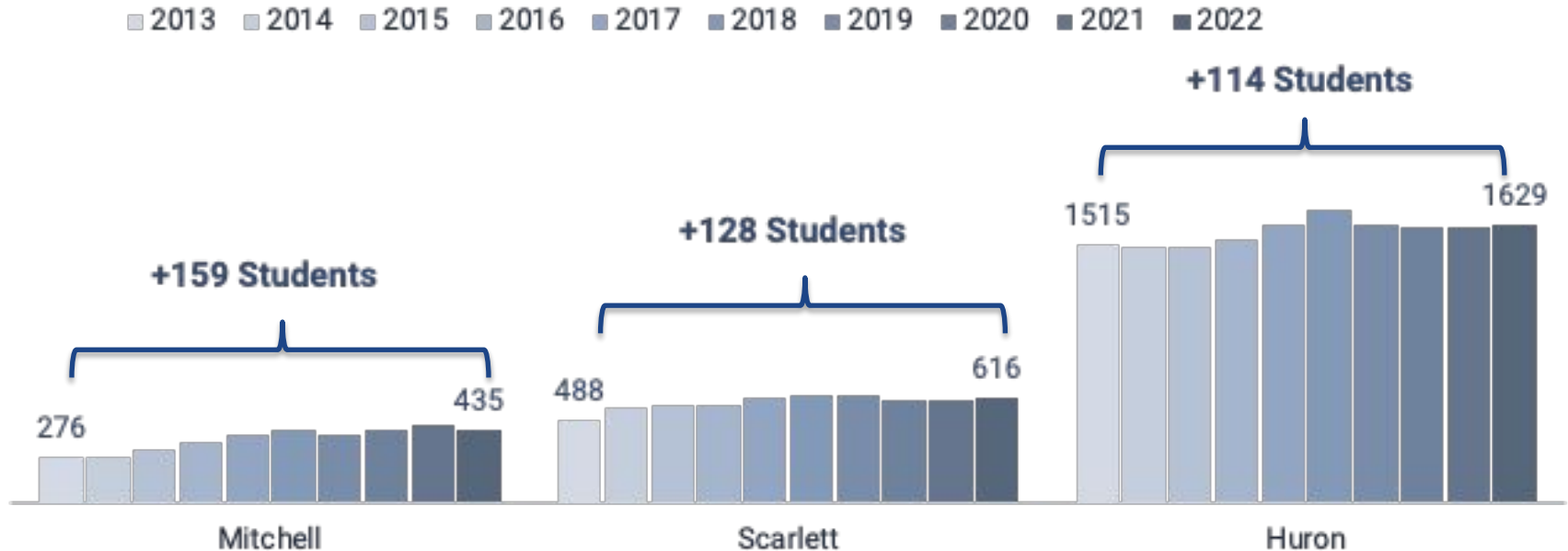
Fall 2022 Student Enrollment Y5-12 by Level



- 1) Headcount, not FTE, represents actual count
- 2) Preschool is not included

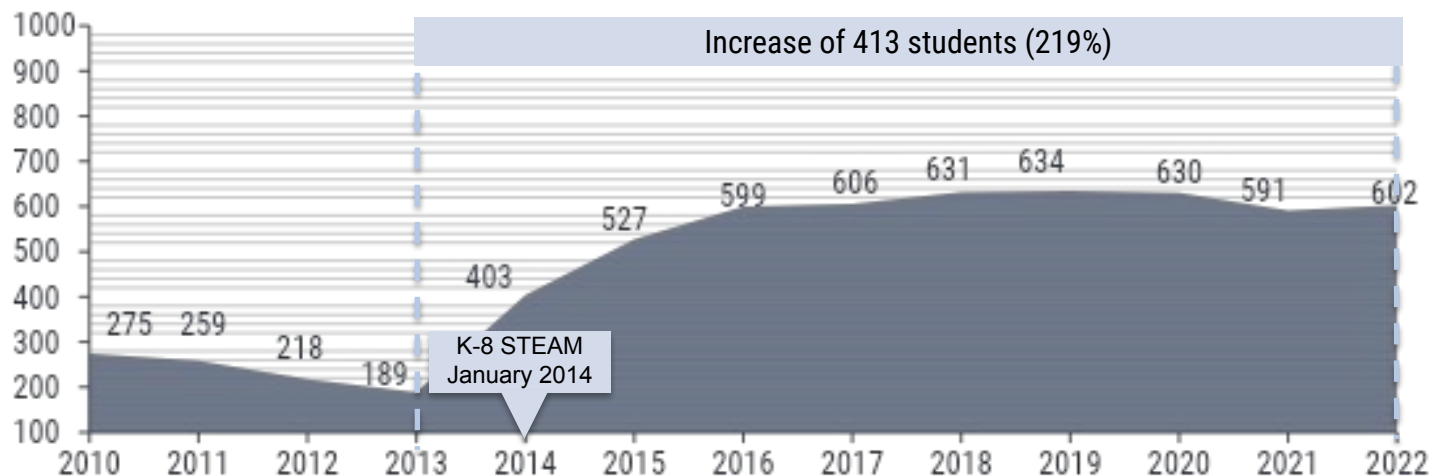
Fall 2022 Student Enrollment Highlights

International Baccalaureate Program-Mitchell, Scarlett, Huron Enrollment Over Time



Fall 2022 Student Enrollment Highlights

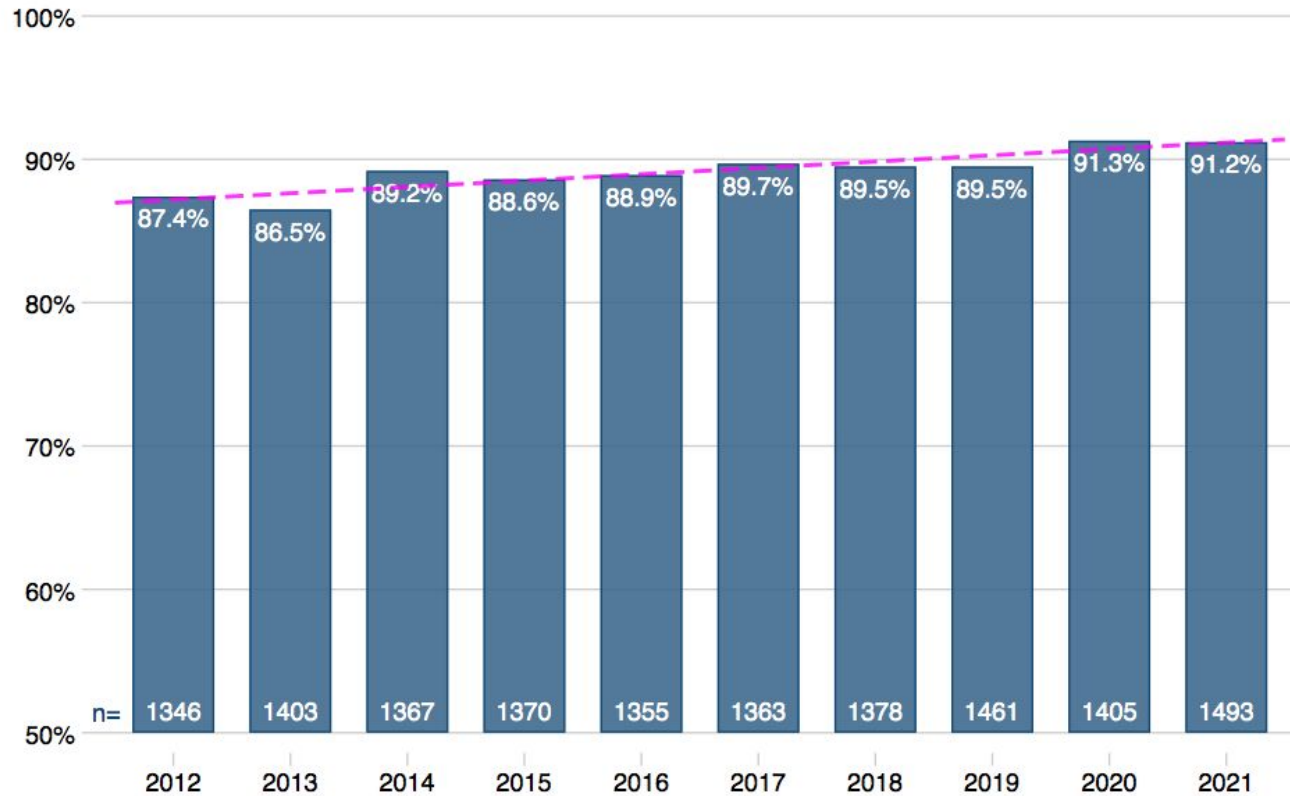
A2 STEAM @ Northside Enrollment Over Time



Graduation Rate



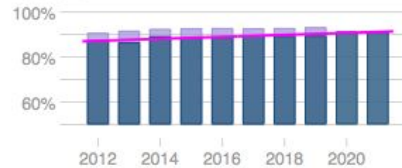
AAPS 4-Year Graduation Rate Over Time



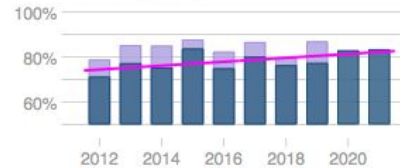
AAPS 4- and 6-Year Graduation Rates Over Time by Student Group

■ 4-Year Grad Rate ■ 6-Year Grad Rate — 4-Year Trend Line

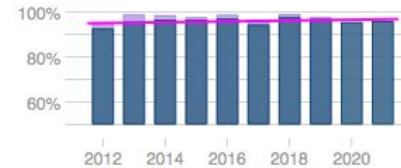
All Students



African American Students



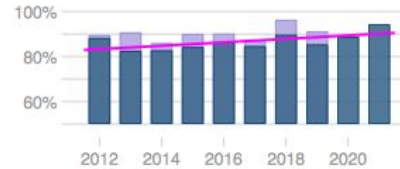
Asian Students



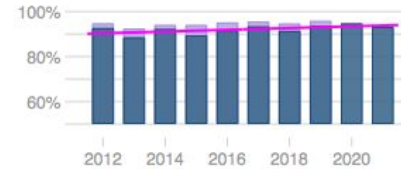
Hispanic of Any Race Students



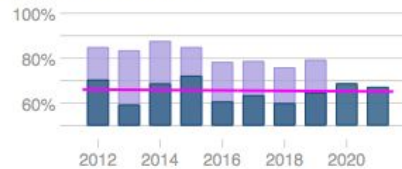
Two or More Race Students



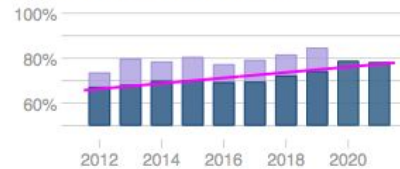
White Students



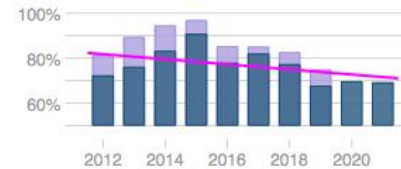
Special Education Students



Economically Disadvantaged Students



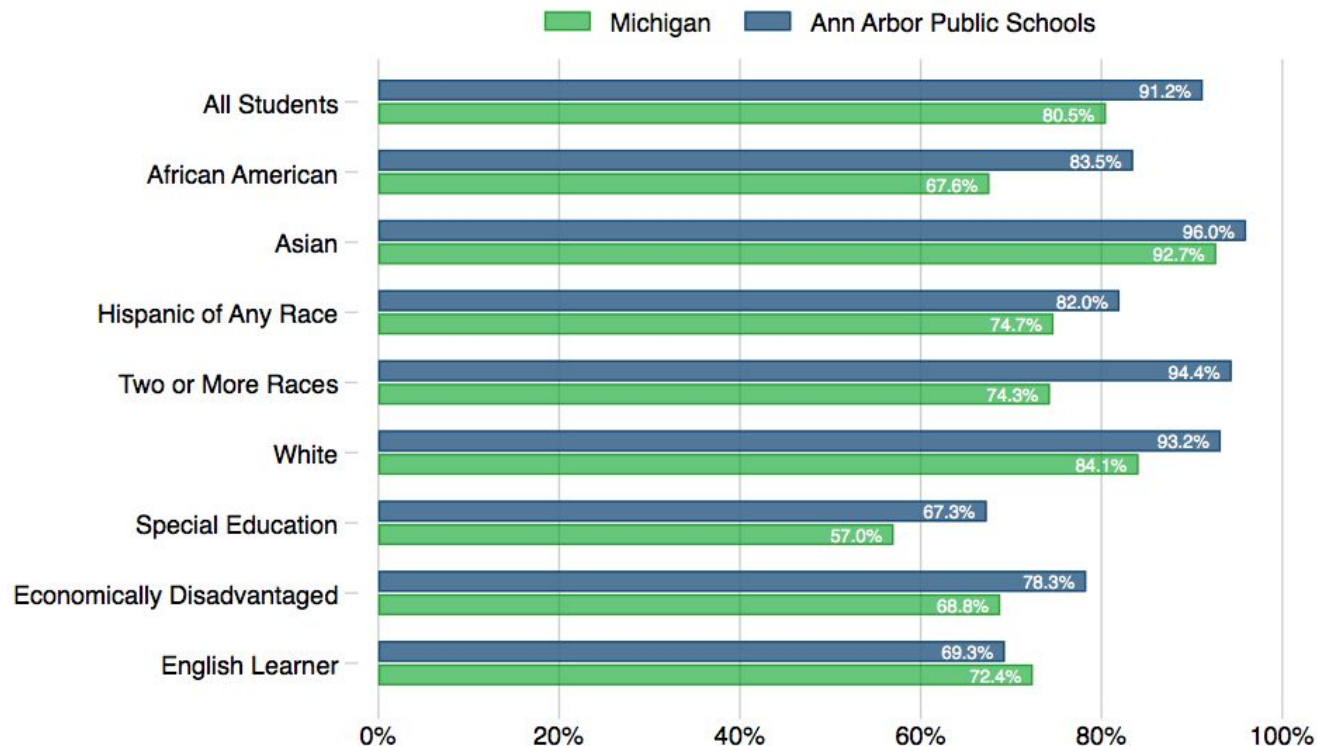
English Learner Students



Note: 6-year rates not yet available for 2020 & 2021 cohorts

2021 4-Year On-Time Graduation Rate Comparisons

AAPS and State of Michigan, Overall and by Student Groups



2021 4-Year On-Time Graduation Rate Comparisons

AAPS and Similar Districts, by Student Groups



Fiscal Responsibility

Annual Financial Audit



plante moran | Audit, Tax, Consulting,
Wealth Management

Annual Financial Audit FY 2021-22 - November 16, 2022



Results of the June 30, 2022 Audit

All school districts in Michigan are required by state law to have an annual audit

Plante Moran issued an unmodified “clean” opinion on the audited financial statements and the federal programs audit

Fiscal Priorities 2021-22

- **#1 Priority of Health & Safety of Students and Staff**
- **Maintain our AAPS schools as fully open for in-person learning**
- **Academic & social emotional support for our students - recovery**
- **Attract and retain quality staff**
- **COVID-19 Mitigation** including air ventilation, COVID response team, testing, clinics

**priorities established from robust parent input available for review [here](#)*

Highlights of 2021-22 Investments

Substitute Staff (EduStaff) 2022 Annual Expenditure: **\$8.6M**

History:

2018 = \$3.6M	2020 = \$3.5M
2019 = \$4.0M	2021 = \$2.6M

Transportation Increase
\$1.3M plus \$205,000 for winter incentives: **1.5M**

Custodial Increase **\$1.1M**

Approximate LynxDx testing: **\$202,500**

2% retention enhancement for all staff: **\$2.8M**

Increase minimum hourly rate for Paraeducators, Office Professionals, and other hourly employees to \$16.50/hour; align hourly rates from there for more experience estimate: **\$1.0M**

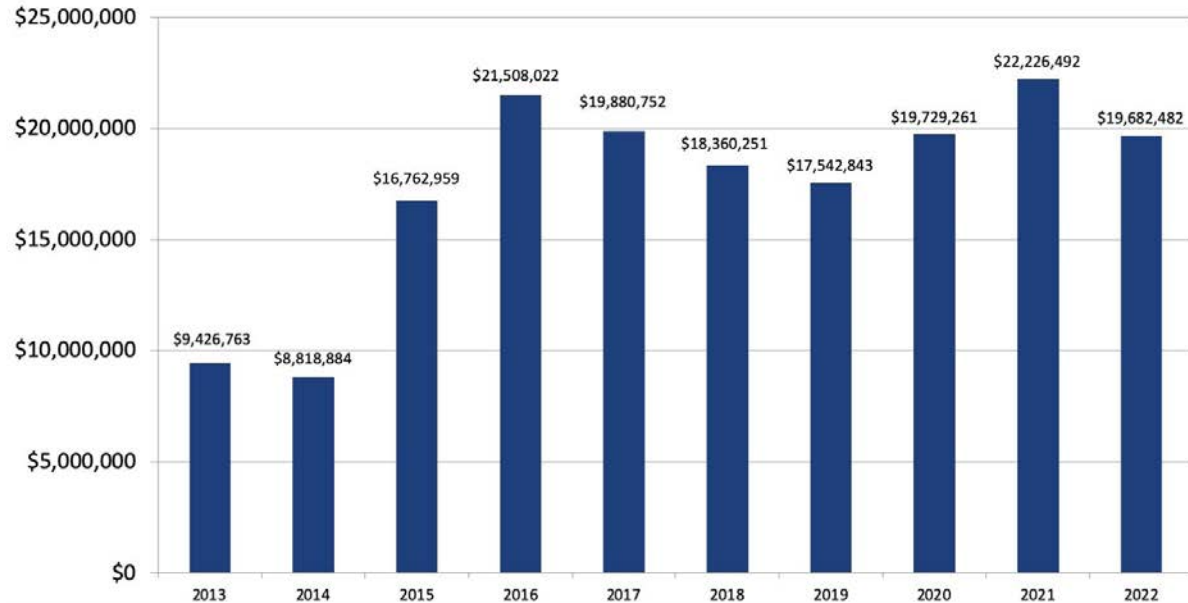
Enhancements for critical needs staff -
Nurses, paraeducators, self-contained teachers estimate: **\$877,000**

Continue to offer virtual learning options for students and families who chose this option during 21-22

Additional summer learning sessions



Comparative General Fund Fund Balance History Year Ended June 30



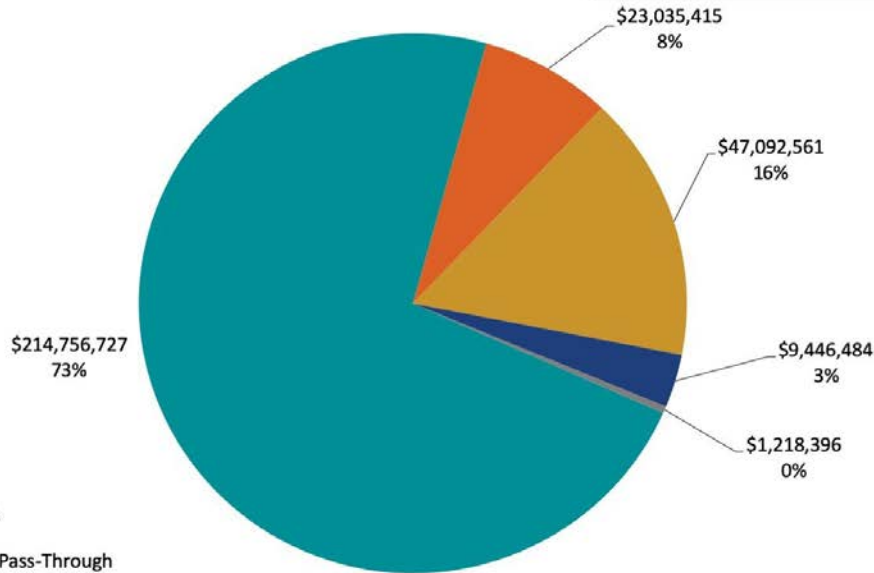
Percentage of Expenditures	4.7%	4.6%	8.3%	10.2%	8.5%	7.2%	6.8%	7.6%	8.2%	6.7%
----------------------------	------	------	------	-------	------	------	------	------	------	------



General Fund Expenditures

Year Ended June 30, 2022

Total Expenditures = \$295,549,583



■ Salaries and Benefits

■ Retirement Funding Pass-Through

■ Purchased Services (e.g. Substitute Personnel, Transportation, Custodial/Maintenance)

■ Supplies and Materials

■ Other (e.g. Equipment, Dues and Fees)

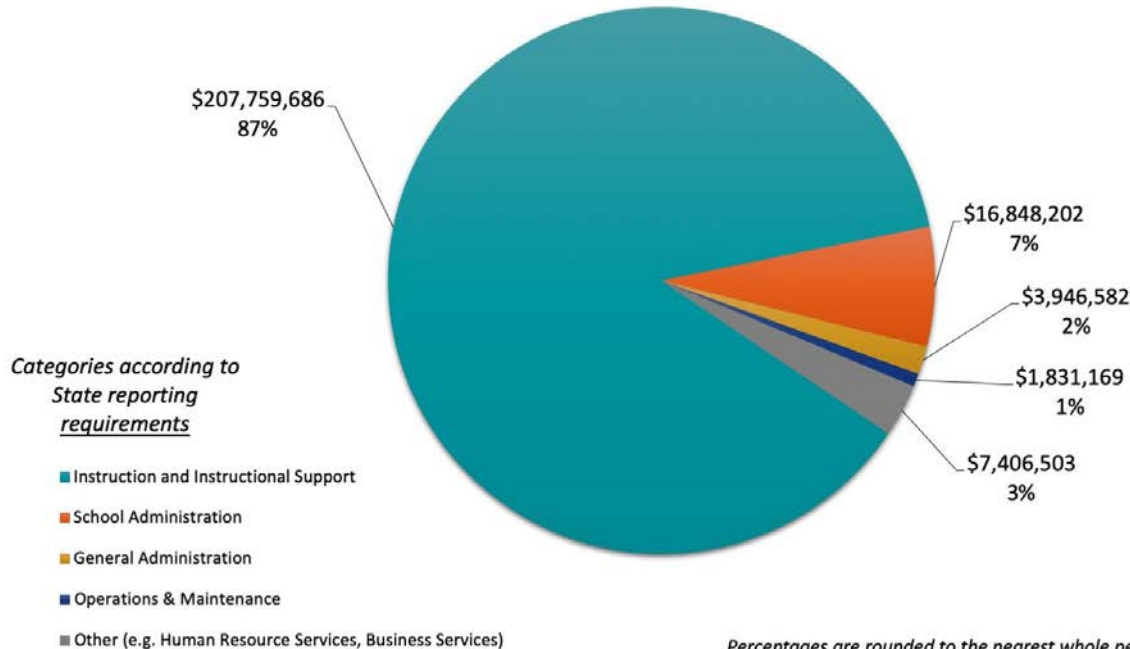
Percentages are rounded to the nearest whole percent



General Fund Breakdown of Salaries and Benefits

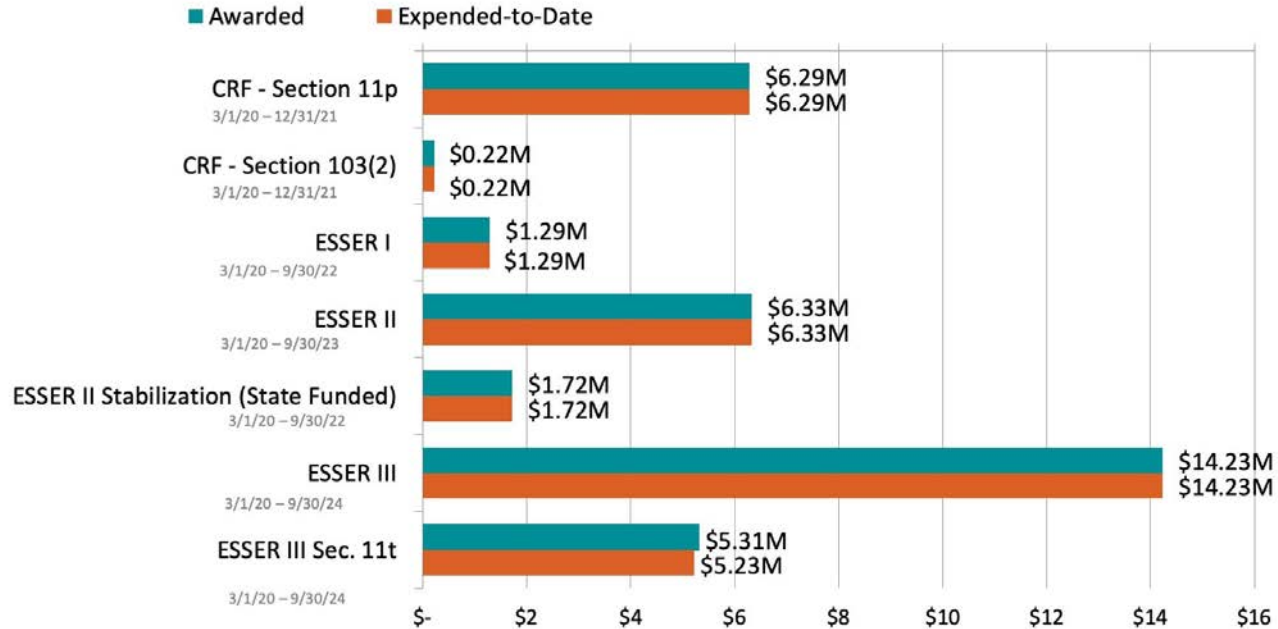
Year Ended June 30, 2022

Total Salaries and Benefits = \$ 237,792,142
(94% = School-based Salaries & Benefits)





Cumulative non-recurring COVID-19 Relief Funding Awards & Expenditures through June 30, 2022 (in millions)



Capital Programs



Capital Programs Annual Report Presentation 2021/2022 - December 21, 2022
Capital Program Annual Report 2021-22 | December 21, 2022

Capital Program Executive Summary

- **Focus on Facility Condition Assessment – FCA building needs.**
- **Air conditioning to school buildings**
- **Updating lighting systems-LED with high performance solutions that reduce energy consumption, provide dimming capabilities and end user control, and**
- **installation of window treatments to reduce glare in classrooms.**

roof replacements and upgrades, rooftop solar arrays, paving and stormwater improvements, and two large scale geothermal systems to promote electrification and building decarbonization.

FAST FACTS

67

average age of AAPS school buildings

5

number of schools 100 years old in 2023

35

number of projects in 2022
Increase from 22 projects in 2021

35

school buildings that have received
Improvements to date

\$94 Million

capital expenditures to date

Capital Program Sustainability Update

Rooftop Solar Arrays

Completed

Pattengill Elementary (110 kW) – 2020
Haisley Elementary (112 kW) – 2021
A2 STEAM at Northside (150 kW) – 2021
Forsythe Middle School (150 kW) - 2021
Huron High School (133 kW) – 2021
Bryant Elementary (150 kW) – 2022
Pioneer High School (150 kW) – 2022
Westerman Preschool (150 kW) – 2022



Bryant Elementary – Solar Array

Geothermal Electrical Heating and Cooling

Currently In Construction Progress:

Forsythe Middle School



Forsythe Middle School – Geothermal Installation

**1.12 MW (AC output) of
rooftop solar**

In 2022 will be equivalent to offsetting carbon of:

- 2,900,000 miles driven by cars; or
- 1,280,000 pounds of coal burned; or
- 212 homes annual electricity usage

FAST FACTS

8,254

light fixtures replaced with high efficiency LED fixtures

25%

average annual electrical reduction per building from installation of LED lighting

\$180,000

anticipated annual savings per year from solar

6%

anticipated AAPS annual electric consumption saving from solar

237

of geothermal vertical bores drilled to support high performance mechanical HVAC systems

240

lineal feet of vertical bore piping installed = 45.5 miles of piping!

Operations Update

Transportation

Electric Bus Charging Station Infrastructure

Food Service

Scarlett Walk-In Refrigeration

Community HS Café Improvements

Carpenter Server Line Improvements

King Server Line Improvements

Mitchell Server Line Improvements

Pioneer HS Café & Cafeteria Improvements

Facilities

Building Controls Management System

Enhanced Ventilation & Filtration System

Hydration Stations

Touchless Fixtures

Athletic Field & Track Improvements

Playground Improvements

Shade Tree Program

Clock and PA System Improvements



FAST FACTS

\$421,745

received in Rebates from electrical utility to date

10

number of elementary schools that have received playground improvements in last 2 years

180

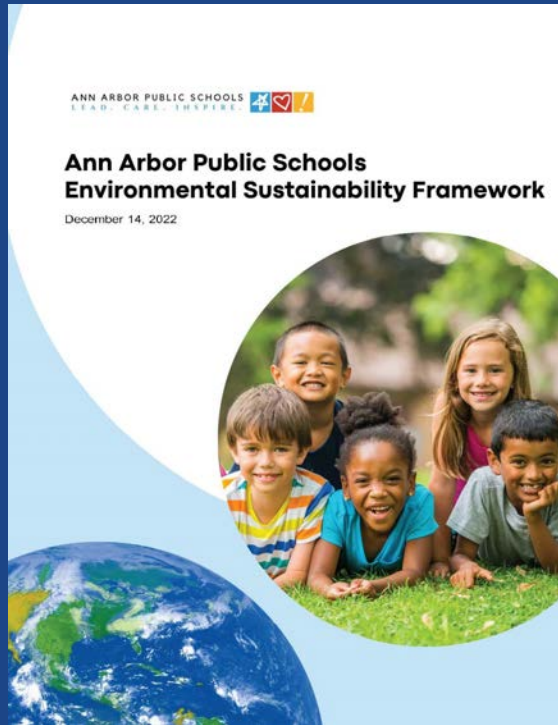
number of filtered Hydration Stations installed in the District

500

Number of shade trees planted throughout the District

The DTE rebate incentives are a result of energy efficiency reduction efforts related to building HVAC controls management system upgrades and the installation of more efficient LED lights in our Phase 1 early work.

Environmental Sustainability



Environmental Sustainability Framework
December 14 & 21, 2022

Environmental Sustainability in the AAPS

Background & Context - November 30, 2022

Foundation of the legacy of six decades of quality Environmental Education in the AAPS

- | | |
|----------------------|---|
| Oct 2018 | Dedication of Freeman Environmental Education Center |
| December 2018 | Board of Education Adopted 8000 Climate Policy
“The Ann Arbor Public Schools recognizes that: Climate change is real, increasing and caused by human activity . . .” |
| November 2019 | Passage of the 2019 Bond with a priority on updating learning environments in our schools, with a commitment to environmental sustainability |
| March 2021 | Board of Education authorized an AAPS Environmental Sustainability Task Force <ul style="list-style-type: none">→ Student, parents, staff, and community members→ Charge to recommend an AAPS Environmental Sustainability Framework, a roadmap |

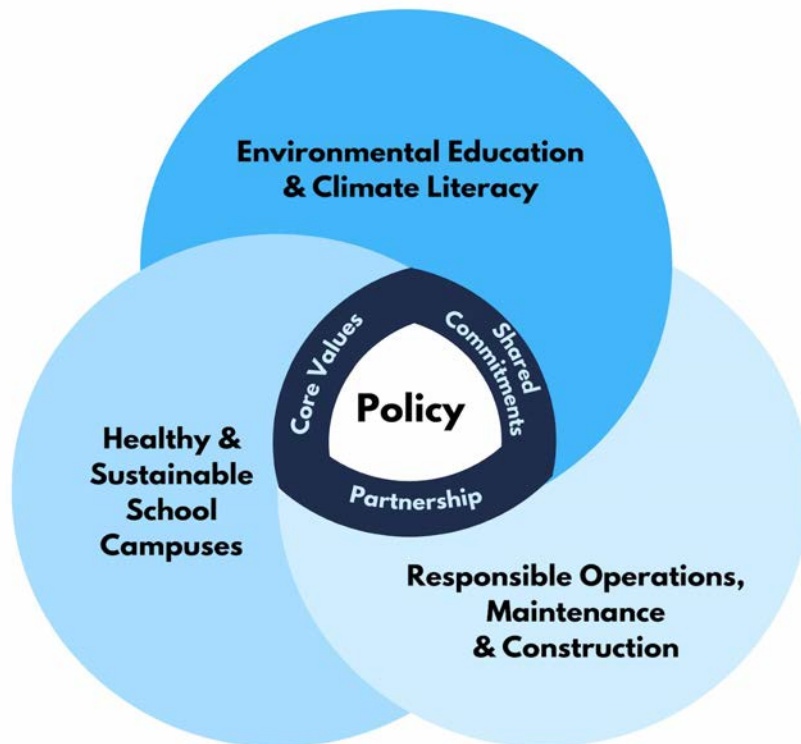
Environmental Sustainability in the AAPS

November-December 2022

- November 30** Environmental Sustainability Framework first briefing for Board discussion
- Dec 1** Welcome additional input and feedback widely from AAPS community via Thoughtexchange
- Dec 14th** Share: results from community input received from the community & any adjustments
- Dec 21st** Environmental Sustainability Framework adopted by the Board of Education

Environmental Sustainability

Environmental Sustainability Framework



Environmental Sustainability Framework

Scope 1 GHG Emissions

GOAL:

The AAPS will eliminate Scope 1 emissions by 2035.

- Scope 1 emissions are atmospheric GHG emissions directly generated by AAPS.
- The majority of Scope 1 emissions at AAPS come from the burning of natural gas for space and water heating, as well as diesel and unleaded gasoline for buses and fleet vehicles.
- A plan to outline, detail and confirm interim targets will be developed. Electrification of buildings and vehicles will be central elements of the plan.



Environmental Sustainability Framework

Scope 2 GHG Emissions

GOAL:

The AAPS will eliminate Scope 2 emissions by 2024.

Scope 2 emissions are atmospheric GHG emissions attributed to purchased utilities.

At AAPS, these are the emissions associated with purchased grid electricity. Currently AAPS uses approximately 30,000 megawatt hours of electricity annually. By combining on-site solar production, the Michigan Renewable Portfolio Standard, and utility-scale renewable energy from DTE Energy, AAPS will eliminate Scope 2 emissions by 2024.

- In the last three years, AAPS has been installing 8 large rooftop solar arrays that when fully operational in 2023, will generate approximately 6% of the District's electricity, or 1800 megawatt hours annually.
- In addition, the State of Michigan's Renewable Portfolio Standard (RPS) required all utilities to provide 15% of their electricity from renewable sources by 2021. This accounts for 4500 megawatt hours annually at AAPS.
- To quickly secure an additional 80% Scope 2 emissions reduction, AAPS entered a 20-year contract with DTE Energy and the MIGreen Power program to supply 24,000 megawatt hours annually to AAPS from newly constructed utility-scale wind and solar projects built in Michigan by 2024.



Environmental Sustainability Framework

Scope 3 GHG Emissions

GOAL:

In the 2023-2024 school year, develop purchasing and construction guidelines that reflect the district's commitments to reducing Scope 3 emissions and begin piloting the new guidelines in 2024.

Scope 3 emissions are atmospheric GHG emissions attributed to a wide range of other activities, including purchased goods and services, construction materials, waste, commuting and financial investments. For many institutions and businesses, Scope 3 emissions are the largest of the three scopes of GHG emissions.

At AAPS, many of the Scope 3 emissions are associated with purchased items such as laptops and other technology, books, paper, construction materials and other supplies - as well as contracted services such as lawn maintenance and snow removal, custodial and food services and other services.

Measuring Scope 3 emissions is challenging and requires an accounting of both Upstream carbon emissions (mining, logging, manufacturing, packaging, transportation, etc.) and Downstream carbon emissions (product use, disposal, etc.).

While the global community is developing methods for calculating and reporting Scope 3 emissions, it is impossible at this time to accurately calculate the District's Scope 3 emissions for all areas.

Community partnerships will be critical in reducing Scope 3 emissions as many of the solutions are beyond the District's control and will require transforming the marketplace for goods and services to carbon neutrality. This effort will require creative strategies working at scale across our city, county, region, nation and world.

AAPS will continue to collaborate with local partner institutions to better measure, track and reduce Scope 3 emissions.

