

ANN ARBOR PUBLIC SCHOOLS
LEAD. CARE. INSPIRE.



Jeanice Kerr Swift, Ph.D.
Superintendent of Schools



2023 Superintendent Evaluation

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I. Leadership Team Highlights of Progress and Accomplishments: 2020-2023

Critical Mission: Teaching & Learning

The chapter of equity work we began in the fall of 2019 and have continued over five subsequent school years has set us on a firm path to clarify, develop, and actualize our equity values. We have built a strong foundation for equity work by focusing on creating a culture of belonging through ensuring dignity for every child; this approach is based in the research of Cobb and Krownapple.

With daily practice, we have focused on Cornelius Minor's work to *listen to students*, and to use what we learn from students to inform the ways of teaching and learning across AAPS classrooms.

We continue to progress with equity implementation, working in three pathways to deepen and extend this work through: a **transformation of culture, shifts in practice** (individual, team, school, and organizational), and a **redesign of systems** to ensure equity and excellence in the AAPS educational experience.

We have:

- Developed and updated the [Framework for Equitable Instruction 3.0](#); among other updates we added 'well-being' as the foundational focus alongside dignity and belonging for 2023, setting values and expectations that every member of the AAPS has a critical role to play both professionally and personally in supporting each other and serving our students and families.
- Establishment and continued evolution of [Teaching & Learning Networks](#) (TLNs) to support the collaboration of teachers in the design of culturally affirming, inclusive instruction.
- Districtwide professional development for every member of the AAPS team to enhance our equity lens and build racial literacy individually, on teams, and across the organization.
- Continue to develop capacity with the [AAPS Schoology ecosystem](#), establishing support and guidance for teachers in the development of Schoology courses to keep students connected and on track in their learning, and to assist parents.
- Continued work to align and improve the effort to meet the needs of all students, with particular attention to students with specialized learning needs who are served on an IEP, continuing with a primary focus on inclusion practices for all students.

[Special Education Continuous Improvement Process 2023-24 Early Fall Update](#) to the Board of Education September 13, 2023

See prior work: [Special Education Improvement Update](#)

- Continue transition to a special education service delivery model of In-Class (push-in) Resource supports across schools.

- Enhanced communication and connection across all stakeholders, including AAPAC, Level Council, and AAEA teacher and para-educator associations through weekly/bi-weekly touchpoints.
- Continued recruitment of an expert team of teachers and paraeducators, assistant directors and coordinators to lead the work forward.

Healthy Students, Staff and School Communities

During 2023, we continue a focused effort on health, keeping students in school and reducing school-based transmission of COVID, RSV, and other transmissible diseases.

- Head Nurse and the AAPS Nursing team coordinate work across schools to support students, staff and families with communication, responsive supports, and partnership with the Washtenaw County Health Department team to address ever-evolving health needs in the AAPS.
- Our school nurse team shares information regarding [school health support](#) and other services.

Prior years efforts include:

- Initiated a weekly testing program for unvaccinated employees. See [BOE Vaccination Status](#) presentation 11/17/2021.
- Hosted 11 [vaccination clinics](#) for 5-18 year olds and boosters for staff and families in partnership with MDHHS/Visit Health. Shots administered: 1,184. 54% were pediatric (5-11 year olds); 29% were youth (12-17 year olds), and 19% were adults (18+).
- During the Omicron surge, partnered with the National Guard to offer testing for staff, students and community members. Four events were held with 560 tests provided.
- Administered over 3,000 in-school rapid antigen tests to students and staff as part of Test to Stay and Pop-Up testing efforts. Distributed over 20,000 home test kits to families and staff.

Capital Improvement Program

We continue diligent work to keep the commitments to our community with strong stewardship of the Bond and Sinking Fund resources.

2023 Highlights of implementation of the Capital Improvement program, include:


- 1) the near-completion of the early work of the bond including LED lighting, air conditioning, solar installations and other interior improvements across schools,
- 2) the planning and preparation phases for two new campuses, Mitchell Elementary and Pathways Campus,
- 3) ongoing work to address infrastructure needs articulated in the comprehensive building assessment reports,
- 4) planning for upcoming significant projects across several schools.

This year, the Capital Program team has continued engagement with students, school teams and families, and school neighborhood communities.

Comprehensive updates on the Capital Program can be reviewed as follows:

- **Annual Capital Program Report, 2023**
- **Annual Capital Program Report, 2022**
- **Annual Capital Program Report, 2021**
[| Board of Education | December 15, 2021](#)

Prior work includes:

- Board of Education approved Phase 1 years 1-10 Bond Plan:
 - [2019 Bond: Preliminary Phase I Plan | Board of Education Study Session | Dec. 2, 2020](#)
- Environmental Sustainability efforts continue as a significant part of the bond work:
 - [Preview of Environmental Sustainability and Bond: April 22, 2020](#)
-  Copy of AAPS Capital Programs Update - Sept 2022 (draft).pdf
- **External Assessment of AAPS Facilities Condition** & Planning to meet Physical Plant Needs
[External Assessment Report](#)
- A2schools.org [Bond website](#)

Capital Improvement Projects and Sustainability

Ventilation Upgrades

As part of the District's COVID response, significant ventilation improvements have been completed.

- Increased filter density to MERV-13 in all feasible locations
- Programmed a new Enhance Indoor Air Quality (EIAQ) mode in the building automation system to maximize ventilation when needed
- Inspected and repaired ventilation equipment to ensure proper working order
- Conducted a detailed Air Changes per Hour (ACH) study of all locations to ensure a minimum of 5 ACH and supplemented with air purifiers in the small percentage of spaces that fell below this threshold
- Board presentations and videos on this topic are available here:

- [Ensuring COVID-Informed School Buildings | AAPS Board of Education | October 21, 2020](#)
- [Readiness of School Buildings for Return to In-School Learning, Recommendations | November 18, 2020](#)
- [Superintendents Update August 20, 2021](#)
- [Comprehensive Room Ventilation Study | Board of Education | March 17, 2021](#)

Environmental Sustainability Progress

[Superintendent Introduction](#) to Environmental Sustainability Framework, December 2022

[AAPS Environmental Sustainability Framework](#) presented by Emile Lauzzana, AAPS Executive Director Environmental Sustainability, December 2022

[Executive Summary Environmental Sustainability](#) in the AAPS

Environmental Sustainability Framework Approved by Board of Education, December 21, 2022

[AAPS Greenhouse Gas Inventory Update](#) and Environmental Sustainability Next Steps Board Presentation, June 21, 2023

Additional Environmental Sustainability work in the AAPS includes:

Continue solid progress with the Environmental Sustainability Taskforce; it is a dynamic group and activities have included:

- Many of our virtual meetings have utilized Miro as a note taking/white board tool. You can view these records at this link: https://miro.com/app/board/o9J_l0aQHwyw=
- Conducting in-depth case studies of other school districts sustainability initiatives. This work is captured here in an analysis at this link: [matrix: https://docs.google.com/spreadsheets/d/18d9ju8eZ5DGvxCKvHEVRe33Nk2XeGsaVT8Te2E2ycuM/edit#gid=0](https://docs.google.com/spreadsheets/d/18d9ju8eZ5DGvxCKvHEVRe33Nk2XeGsaVT8Te2E2ycuM/edit#gid=0)
- Formed four Working Groups in the areas of: **Teaching and Learning, Health and Wellness, Climate Resilience, and Community Partnerships**. Each of these groups meets independently and reports back to the whole taskforce.
- Adopted a SMARTIE Goal structure for developing and formatting recommendations for the Board. It looks at how a Goal/Recommendation is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, **T**ime-Based, **I**nclusive, and **E**quitable. A sample of the template can be found at this link: <https://docs.google.com/document/d/1TpDW9Py-sfq71iWYh0F2bpPGDHlrCwAR/edit>
- Over the summer, staff will be meeting with each Working Group to further develop SMARTIE Goals with a whole group report-out planned for September.
- In the fall, we will conduct a prioritization exercise with the entire taskforce to prioritize the recommendations from the working groups

- **Next Steps Goal:** provide an AAPS framework for environmental sustainability to the Board for consideration by the end of calendar year 2022. **Completed 6/21/2023**
- In addition, annual updates on sustainability have continued:
 - Environmental Sustainability in the Ann Arbor Public Schools June 21, 2023
<https://go.boarddocs.com/mi/aaps/Board.nsf/Public#>
 - [Environmental Sustainability in the Ann Arbor Public Schools | April 27, 2022 | Board of Education](#)
 - [Environmental Sustainability | BOE Study Session | March 24, 2021](#)

Communications

In the AAPS, we demonstrate commitment to timely, accurate sharing of critical information with students, staff, parents and community, consistently updating district news and information.

We continue a comprehensive strategic communication effort during 2023, to include a plan for redesign of a2schools.org website.

Highlights of the communication work include:

Messages from Superintendent <https://www.a2schools.org/domain/3038>

We work to tell the story, work and achievements of our students, staff, and schools, shining the spotlight on the AAPS, and sharing the happenings in our school communities via [AAPS Weekly Update](#) and [AAPS News](#)

We report monthly on communication efforts to the Board and community via [AAPS Monthly Communication Reports](#)

A2Schools Podcast

During 2023, we have continued a consistent [A2Schools podcast series](#) to inform and update on subjects of interest in the AAPS.

Maintain [A2Schools.org](#) district website including pages for departments, Board of Education, and staff resources and oversee websites for all of the neighborhood schools.

Media Relations: Coordinate relations with local and national media organizations.

Additional communication efforts include:

- **Board of Education Meeting Enhancements**

In coordination with ITD, Andrew Cluley, Communications, and Amy Osinski, Board Assistant, a variety of enhancements have been made to make Board of Education meetings more accessible to the community.

- This includes improving the [Board of Education webpage](#) and the new [board meeting calendar headline](#) on the website. Through the use of Zoom, meetings are more accessible to community members and allow staff members and community partners such as the PTOC to participate remotely.
- An interactive Meeting Schedule provides links to the Board agenda, public commentary sign-up, live Zoom access, and meeting video recordings, where available.
- Sign-ups for public commentary have been streamlined through the use of a Google form. The option to submit comments that are read by administration accommodates many in the public who prefer to view the meeting remotely.
- Significant improvements have been made to the sound quality both at the meeting location and for viewers at home.

- **Graduation Ceremonies**

Successfully continue [live broadcasts of the graduation ceremonies](#). This has allowed hundreds of families and friends to watch this milestone via Facebook or Zoom from around the globe.

Community Division**Community Education and Recreation (Rec & Ed)**

- Continue reestablishment of before and after school care programs as staffing allows; currently serving 13 elementary school locations.
- Fall 2023 Update shared with Board of Education and community October 25, 2023.
[https://go.boarddocs.com/mi/aaps/Board.nsf/files/CWXJV34EE5DB/\\$file/Fall%202023%20Rec%20%26%20Ed%20Program%20Update.pdf](https://go.boarddocs.com/mi/aaps/Board.nsf/files/CWXJV34EE5DB/$file/Fall%202023%20Rec%20%26%20Ed%20Program%20Update.pdf)
- Re-designed and merged the School Age Child Care program and after school enrichment classes into the [Rec & Ed Extended Day Program](#). See also [BOE Extended Day Program Update](#), March 23, 2022.
- Restored winter and spring break camps and expanded summer camp offerings for 2022. www.aarecedcamps.com/
- Increased community education offerings for ages infant - senior adult. www.aarecedonline.com/

Strategic Partnerships and Volunteers

- **District Volunteers:** Placed more than 300 frequent volunteers in AAPS schools to provide supplemental literacy, academic, social emotional and ELL support to hundreds of AAPS students. [AAPS Volunteer Highlights](#).

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- **Community Resources:** Collaborated with social workers, intervention specialists, ELL teachers and other key staff to make community resources more accessible to students and families. Held monthly Community Resources meetups and maintained the [AAPS Community Resources Page](#).
- **Scholarships:** Distributed over \$80,000 in AAPS Community Scholarships to 20 graduating AAPS Seniors. [Scholarship Presentation](#).

District Health and Wellbeing

- Based on feedback from all AAPS stakeholders, and spring Listen and Learn, added 'well-being' as the foundation of the AAPS Strategic Equity plan with a focus for school year 2023-24 on well-being, dignity and belonging.
- Added District Health and Wellbeing Coordinator in 2022.

Human Resources & Employee Relations

- Continued ongoing, consistent collaboration council meetings throughout the year; ensured robust 'huddles' and other regular conversations to problem-solve issues as they arise.
- As a result of diligent effort from the team, achieved agreements with all six bargaining groups, including with a focus on correcting several outstanding issues in continuing efforts to align salaries and benefits, as well as the addition of 2 religious holidays. All agreements approved by the Board of Education, April 2023 <https://go.boarddocs.com/mi/aaps/Board.nsf/Public#> through May 2023.
- Continued ongoing recruitment and hiring across all positions, and with a focus on supporting the Grow Your Own, para to teacher Special Education cohort programs (4 cohort groups) and adding an ELL opportunity for practicing teachers to earn a Master's degree (grant funded) in support of enhanced ELL staffing to support our students.
- Continued the dedicated building substitute positions across all schools.
- Continuing a full court press in staffing efforts to work toward full staff across the AAPS, with particular focus on Special Education teacher and para positions.
- Interviewing & hiring new principal leaders to complete critical school leader team.

K12 Schools**Elementary School**

- Successfully transitioned several schools through principal leadership changes.
- Successfully recruited, conducted full school engagement processes, and hired incoming principals for several school locations.
- Facilitated transitions from A2 Virtual programs.

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- Facilitated changes to the A2VE programming for Fall of 2023 including the placement of teachers into building positions.
- All 21 AAPS elementary and K-8 schools received ***PLTW Launch Distinguished School Recognition***.
- Continued the successful in-person volunteers, community events, 5th grade promotion ceremonies and other activities in-person across our buildings this year. This step represented a significant moment of community building for each of our elementary schools.
- Continue work to realign responsibilities /hire social workers/counselors/support personnel to set the stage for an MTSS launch ongoing during 2023.

Middle School

- Successfully recruited, conducted full school engagement processes, and hired incoming principals for schools.
- Spring Transition Day, spring end of year activities, and 8th grade promotions were all reestablished successfully in person.
- Improved level of community collaboration with community centers and community organizations with the support of Nancy Shore.
- Slauson achieved redesignation spring 2022 as a *National School To Watch* <https://michiganschoolstowatch.org/>.
- Clague and Tappan received their *National School To Watch* designations and banners.
- Students at Scarlett and Tappan engaged in the MSAN (Minority Student Achievement Network) Social Justice Collaborative with middle and high school students throughout the country 2022.

High School

- Continued work across all 5 schools on equity, access, and inclusion, specifically related to grading, assessment, accessing virtual learning (A2V, GraduationAlliance, Pathways Async, etc.), and flexibility in supporting students to meet graduation requirements.
- Continued Equal Opportunity Schools work to identify underrepresented students for participation in honors/AP/IB courses, and expanded our efforts to support underrepresented students with academic and social-emotional interventions as measured by increased graduation rates.
- Managed health and safety guidelines to afford students full opportunities in arts, athletics, activities, field trips, and travel.

Physical Properties

- Facilities challenges directly impact the quality of teaching and learning, student and staff health, day-to-day building operations and the long-range fiscal health of the entire education organization. With this in mind, a Maintenance Spectrum has been developed in this department: No Maintenance; Emergency Maintenance; Routine Maintenance; Preventive Maintenance; and Predictive Maintenance. This approach is very helpful in our planning and focus.
- Brought on-line all of AAPS Fire Alarm systems to be monitored throughout the District by Safety Systems. Established protocols in the District during the school day, with full details of instructions on what to do during a drill for each building with the monitoring company.
- Continued work in progress on the AAPS Storm Management System document. This includes dry tracing and mapping of all of our storm water systems as part of permit requirements.

- Partner team Arch Environmental has conducted a survey of our buildings for all confined spaces and mapping those areas. A confined space: is a space that has limited or restricted means of entry, is not designed for continuous occupancy, and is large enough and configured so that a person can enter the space and maneuver well enough to perform tasks.
- Conducted preventive maintenance in all building HVAC units. Requiring all filters to be changed at least three times per year to ensure proper air changes in our HVAC units.
- Established a roof/roof drain cleaning protocol for the district to preserve our roofs as long as possible.
- Continued implementation of work ticket system (Incident IQ) to address the ongoing improvements to the buildings; we have experienced a major improvement in our completed workflow due to the implementation of this system.
- Improved communications from this department to district staff with weekly updates and reporting from Incident IQ. Keeping everyone in the know has served well.
- Completed repairs and replacements where needed on all exhaust fans throughout the district to ensure they are functioning properly.

Student & School Safety/Transportation/Food Service

School Safety

- Continued work from school facility safety assessment at all secondary schools and updated safety protocols based on the assessment.
- Work continues from emergency tabletop school intruder event including City of Ann Arbor, University of Michigan Public Safety and Washtenaw County .
 - Developed after action report with next step assignments to improve AAPS response
- AED units installed in each school that include a web-based LifeReady monitoring program.
- Worked with a team from the WISD and AAPS to continue implementation of common Threat Assessment protocol (Dewey Cornell-CSTAG).
- Safe Routes to School (SRTS) initiatives - continuation of existing programs and 7 mini grants. Three (Bach, King, AAOpen) mini grants approved for extension into the 2023 school year and one continuing work on the grant issued to Mitchell.

Food Service

- Implementation of free meals at all schools during 2023.
- Continuing work to ensure full staffing and implementation of a much larger food service endeavor to serve all students.

Transportation

- Continued full staffing and the two-tier busing system (EL & Secondary) for 2023.
- Navigated the remodel of the Transportation Center, and the move of Transportation team operations to the Balas Operations Center.
- Continued to monitor and problem-solve to ensure full restoration of transportation service, a full staff of drivers and monitors.
- Transportation provided buses and staff for additional school needs, including activity bus routes and athletics.

A. Governance & Board Relations**Weight: 20%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	Policy involvement Professional Standards for Educational Leaders: 2, 9	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	Goal development Professional Standards for Educational Leaders: 1, 9, 10	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	Information Professional Standards for Educational Leaders: 2, 7, 9	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	Materials and background Professional Standards for Educational Leaders: 7, 9	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	Board questions Professional Standards for Educational Leaders: 2, 7, 9	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	Board development Professional Standards for Educational Leaders: 6	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
Category rating:						#DIV/0!

<p>Artifacts that <u>may</u> serve as evidence of performance in this domain:</p> <ul style="list-style-type: none"> • Meeting agendas/minutes • Board packets • Board development materials • Memos/communications • Board policies/policy book • Retreat agendas/minutes • Board development plan • Communication protocols • Policy review calendar 	
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A. Governance & Board Relations - continued

Weight: 20%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator: Highly Effective	Goal: Superintendent is proactive in determination of district needs and policy priorities.
Evidence: As follows	

A. Governance & Board Relations - continued

Weight: 20%

Comments by the Superintendent:

Superintendent Swift values the ongoing relationship with Trustees and shared engagement in the governance and Board relations work of the district.

A1 Policy Involvement: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent is proactive in the determination of district needs and policy priorities, particularly in implementing policies during COVID pandemic with agility, and has a system in place to ensure the timely administration of district policies.

- Trustees and Superintendent discuss, guide, and determine policy direction, and work to draft policy to support the direction of the AAPS, in cases where the Trustees and Superintendent have determined a direction for policy above and beyond the annual policy review.

Establishment of the Environmental Sustainability Task Force

- Superintendent continues consistent meetings along with the BOE Governance Committee, implementing a consistent district policy review schedule during calendar years 2022 and 2023.
- Superintendent and Board have defended AAPS policies in state court and on appeal to the Michigan Supreme Court (Safe Schools Policies)
- Policies adopted that specifically demonstrate a focus on district priorities and Board direction include:

[Policy 3550 Responsible Contractor Policy](#)

[Policy 8000 Environmental Sustainability Policy](#)

[Policy 5011 Transgender and Gender Nonconforming Students](#)

[Policy 2420 Parent, Student and Community Advisory Committees](#)

- **Safe Schools Policies:**

- [Policy 5400 Safety, Injury & Emergencies](#)

- [Policy 5410 Safe & Disruption-Free Environment](#)

- [Policy 5420 Dangerous Weapon and Disruption-Free Zones](#)

A. Governance & Board Relations – continued

Weight: 20%

Comments by the Superintendent:

NEXT STEPS Policy Involvement in calendar years 2022 & 2023:

- Reconvene the annual review of sunset policies, beginning with **1000 series Board Bylaws**, in Summer 2022
- Contingent on state and federal next steps, consider Board review of [potential policy to support meal/food security for students](#),
- Continue with annual policy review, process as follows:
 - 1000 Bylaws - July 2022**
 - 2000 Administration - July 2023**
 - 3000 Finance - July 2024**
 - 4000 Human Resources - July 2025**
 - 5000 Student - July 2026**
 - 6000 Instruction - July 2027**
 - 7000 Communications - July 2028**

A2 Goal Development : HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.

- **Highlights include:**
 - See an ongoing list of AAPS goal areas and updates on progress here: [Next Steps in the AAPS](#)
 - [Addition of Elementary/K8 school Counselor/Social Work/Support personnel positions](#), in progress now
 - [Redesign of Before and After School Care Program](#) Update on progress of steps we are taking to overcome staffing challenges here
- **Redesign processes for under-enrolled, underserved schools, including:**
 - [Bryant-Pattengill Reenvision](#) Process, now continuing through Candidate Year of the IB authorization process.

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Superintendent of Schools

- **Early Childhood Education Expansion** - Bryant preschool classroom has opened successfully. An additional preschool classroom will be added for Fall 2023 at Pittsfield Elementary, and the multi-year expansion for early childhood in the AAPS will continue.
- **Pathways to Success High School Reenvision** with addition of Actor's Studio, continued enhancement of student supports, and construction of new school campus
- **Project Lead the Way** implemented at all K-12 campuses
- **Project Lead the Way** implemented in all Y5 classrooms
- **A2STEAM at Northside Redesign and Enhancements** to school facility
-

A. Governance & Board Relations – continued

Weight: 20%

Comments by the Superintendent:

- **Fiscal Responsibility:** Improve sustainable fiscal responsibility and strengthen financial operations for the medium and long term future, including the extension and protection of District millages,
 - Passing 2019 Bond, November, 2019
 - 2018 Operating Millage + Cushion structure to prevent Headlee rollback, May 2018
 - Sinking Fund, increased and extended to 10 years, May 2017
 - Special Education County Millages
- **Effective use of COVID related resources;** in partnership with the Finance Committee and Trustees, ensures the regular reporting and updating of [ESSR expenditures](#)
- **Safe and healthy drinking water program,** filters and water testing program process is ongoing
[2021-22 Water Testing](#)
- **Improved air ventilation program** in place across the AAPS
[2021 Ventilation Study Reports](#)
[2017 Ventilation Reports](#)
- **Enhanced AAPS Monthly Budget Monitoring Reporting**
[Monthly Monitoring Documents](#)
<https://a2schoolsbond.org/>

A. Governance & Board Relations – continued

Weight: 20%

Comments by the Superintendent:

- Board of Education standing **Bond Auxiliary Committee** regularly meets with Superintendent and Team to plan and organize the execution of the AAPS Capital Program
- Implemented a fully developed AAPS Facilities Condition & Renewal Plan, 2019 and Beyond

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- Alongside AAPS Cabinet Leaders, have attracted and developed a high-performing facilities support team
- Under the direction of the Superintendent, have updated a comprehensive facilities management plan
- While staffing of hourly employees continues to present a challenge, team processes have improved in their service to schools and physical plant needs
- Board liaisons and members of the Superintendent's team have regularly met with the Environmental Sustainability Task Force during the 2022 and 2023.
- Superintendent, in tandem with Executive Director, Facilities and Operations, has overseen an enhancement to the AAPS Sinking Fund

Next Steps in Area of Goal Development include:

- Finalize Strategic Equity Plan, including Launch of Equity Advisory Group in spring 2023, and continued implementation of feedback from stakeholder groups from Listen and Learn 2023.
- Continued updates on Special Education continuous improvement efforts and incorporating feedback from stakeholder groups
- AAPS Environmental Sustainability Plan - continued work to implement, improve, and refine recycling and composting efforts
- Reconnect to launch Bond Community Advisory group.
- Staff and community planning process for new school locations at Mitchell Elementary and Pathways High School continues during fall 2022 with confirmed plans for development, spring 2023.

A3 Information: EFFECTIVE

From the evaluation rubric: Superintendent keeps board members informed with appropriate information as needed so it may perform its responsibilities

- Board receives consistent communication from the Superintendent regarding day-to-day emerging topics and updates on developments in real time; this process is ongoing every day
- This communication is shared via text, phone calls, email, and face-to-face interaction
- The Superintendent regularly meets individually with Trustees for the purpose of listening, updating the work, hearing and addressing areas of concern, aligning and sharing thinking around next steps
- Information is constantly changing across many areas of the AAPS, and ensuring timely information will continue as a challenge we strive to meet

A. Governance & Board Relations – continued**Weight: 20%****Comments by the Superintendent:****A4 Materials and Background: EFFECTIVE**

From the evaluation rubric: Materials are provided. Background and historical perspective are included; recommendations are included.

- Questions from the Board are addressed either via email or open session response to the full Board
- Committee work is critical to the process; Trustees facilitate the thinking, consideration, discussion, and refinement of items/topics in the committee process so preparation is solid with items coming to the board in advance of Board consideration
- Board source for committee approach: [Doug Eadie, *Building a High-Impact Board-Superintendent Partnership 11 Critical Questions You Need to Answer*](#)

A5 Board Questions: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent has a system in place for consistent response to Trustees, providing response information to all Trustees in as timely and thorough manner as possible.

- Response times are dependent on many contextual details, including keeping pace with competing demands as well as the time, level of complexity, and steps involved in preparing and confirming accurate information.
- At times, during high volume times, the Superintendent appreciates an understanding of necessary prioritization, and any reminder as needed on open items from the Board.
- Superintendent looks forward to the next retreat of the Board to discuss, align, share direction and focus goal areas for the Board and the AAPS in 2023 and for the future.

A6 Board Development: EFFECTIVE

From the evaluation rubric: Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to the board development plan.

- Board development: MASB, NSBA, WISD are opportunities communicated with Trustees from among the Trustees and also the Board Administrative Assistant
- Superintendent attends training and development sessions with Trustees including Plante Moran Saturday Sessions, National School Board Association (NSBA), Equity & Advocacy, Michigan Association of School Boards (MASB), and National School Board Association meetings and conferences.
- In addition, the Superintendent and Trustees have participated together in professional reading and discussion.

B. Community Relations**Weight: 15%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting	
B2	Communication with community Professional Standards for Educational	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	Community feedback Professional Standards for Educational Leaders: 1, 8	Doesn't accept input or engage community.	Accepts suggestions and input from community but fails to seek it. Does not engage community in decision-making or district-wide goal setting.	Readily accepts community input and engages community in district-wide goal setting and decision-making.	Actively seeks community input, creates methods for community to be actively involved in decision-making as well as setting goals	
B4	Media relations Professional Standards for Educational Leaders: 1, 8	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B5	District image Professional Standards for Educational Leaders: 1, 8	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B6	Approachability Professional Standards for Educational Leaders: 1, 8	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Third party survey data • School accreditation survey data • Meeting invitations, agendas • Press releases • Community meeting agendas • News clips/interviews • Community engagement calendar • Strategic planning agenda(s) • Communications • Service club membership(s) 						

B. Community Relations - continued**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator: Highly Effective	Goal: To engage regularly and authentically with the community in a variety of ways, both intrinsic to district operations (attendance at school/district events, and in community engagement forums.
Evidence: As follows	

B. Community Relations - continued**Weight: 15%****Comments by the Superintendent:**

B1 Parent Feedback: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent actively seeks parental input, creates methods for parents to be actively involved in setting and supporting goals; note this process has been significantly more challenging during COVID, yet attendance at virtual sessions has remained strong.

- Superintendent continues weekly extensive updates, offering written summary, in-depth information, audio and video supplements;
- Artifacts of this community relations work this year include the following:

Archive of Superintendent Messages: <https://www.a2schools.org/domain/3038>

Surveys

- Spring 2023 AAPS School Climate and Culture Survey - Reported to the Board and Community November 15, 2023:
<https://go.boarddocs.com/mi/aaps/Board.nsf/Public>
AAPS School Culture and Climate Report 2023 published a2schools.org here: <https://www.a2schools.org/Page/19882>
- [Priorities - Dec-Jan 2021-22 ThoughtExchange](#)
- [May-June 2021 ThoughtExchange](#)
- [K-12 School Quality Surveys: School Year 2020-21](#)

Listen and Learn 2023 Ann Arbor Community Engagement Meetings**Community Listen and Learn Sessions Overview****Engagement Summary**

During the AAPS Spring 2023 Listen and Learn tour, AAPS staff conducted 13 in-person Listen and Learn Community Meeting sessions. Sessions included public meetings that were open to all community members, district events, and meetings hosted by our partners or focused on special populations.

- *Public sessions* were held at AADL library branches and other locations. Family members, community members and students attended the public meetings.

Jeanice Kerr Swift**2023 Superintendent Evaluation****Superintendent of Schools**

- *District events* included the AAPS Newcomer Fair, which specifically targeted families who had newly arrived to the United States, and the AAPS STEAM and CTE expo, which was attended by family members and students involved or interested in AAPS STEAM and CTE opportunities.
- *Targeted sessions* were an effort to reach families who may not otherwise attend a traditional public Listen and Learn session. In collaboration with AAPS Strategic Partners, AAPS held Listen and Learn sessions targeting specific populations. These sessions included attending a Peace Family Center family night event, a focus group of families whose children attend the En Nuestra Lengua program, and an engagement event at the Creekside Community Center in partnership with the Community Action Network.

Listen and Learn 2023: Community Listening Sessions & ThoughtExchange Participation**Participation Overview**

Type of engagement	Number of engagements	Approximate number of participants
ThoughtExchange for Family Members, Students, Community Members	1	1,188
ThoughtExchange for AAPS Staff	1	510
Public Meetings at Libraries and other Community Venues	8	150
Attendance at District Events—STEAM Expo and Newcomer Fair	2	200
AAPS Leadership Meetings with Principals and Cabinet Members	4	139
Meetings with Staff from Student-Focused AAPS Strategic Partners—Peace Neighborhood Center, Avalon Housing, Student Advocacy Center, Community Action Network	5	62 staff representing approximately 1,015 students.
Targeted Meetings with specific populations—En Nuestra Lengua, Creekside Community Center, Parent Advisory Committee for Special Education	3	118

TOTAL Engagements and Participants	23	2,367
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Listen and Learn 2023 Results:

- View the August 23, 2023 Board of Education meeting results presentation here:

[A Community Conversation: Listen and Learn 2023.](#)

- The complete ThoughtExchange results are available [here](#).

Highlights of Prior Community Listening and Feedback Endeavors 2020-2022:

- [Jan 5, 2022 Community Forum](#)
- [June 17, 2021 Community Forum](#)
- [May 27, 2021 Community Forum A2 Virtual+ Village](#)
- [May 20, 2021 Community Forum](#)
- [May 13, 2021 Community Forum](#)
- [Feb 11, 2021 Community Forum](#)
- [Feb 9, 2021 Community Forum](#)
- [Sept 2, 2020 Community Information Session](#)
- [Sept 1, 2020 Community Information Session](#)
- [June 11, 2020 ReImagine Learning Town Hall](#)
- [June 4, 2020 ReImagine Learning Town Hall](#)
- [May 21, 2020 AAPS Town Hall Summer Learning](#)
- [May 12, 2020 Class of 2020 Town Hall](#)
- [May 7, 2020 AAPS Families with Special Needs Town Hall](#)
- [April 16, 2020 AAPS Town Hall](#)

B. Community Relations - continued**Weight: 15%****Comments by the Superintendent:**

- Superintendent continues weekly or biweekly updates sharing highlights of the AAPS.
- Superintendent has implemented a Listen and Learn Ann Arbor 2023 series of community conversations supplemented with ThoughtExchange online participation, to hear input on next steps for the AAPS.
- Superintendent implemented [community wide input and feedback](#) during 2020-2022 on priorities and ESSR funding.
- Superintendent initiates the [Annual AAPS School Climate Survey of Parents, Students, and Staff](#) facilitated by K12Insight. Total parent, staff and student responses are shared.
- Next Step:** Superintendent looks forward to implementing next steps in the AAPS based on spring 2023 Listen & Learn Ann Arbor endeavor stakeholder group and community Information sessions, and online input and feedback opportunities.

B2 Communication with Community: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent develops and ensures implementation of a community communication plan, actively engages via regular district and community messages/updates, shares the 'good news' of the district via email, social media, and in public forums

- Superintendent Communications team curates AAPS Youtube channel, where items of interest, including all presentations to the Board are produced in small segments
- Superintendent Communications team oversees the broadcast of Board of Education meetings for on-demand ready access on CTN and AAPS Youtube channel
- Superintendent participates in podcast development and Facebook Live events
- Superintendent messages are archived on the a2schools website so they can be readily accessed
- Alongside the communication team, maintains a strong AAPS social media presence - Facebook, Twitter and other outlets -
AAPS Facebook followers - 8,619; A2schools Twitter followers - 6,344; YouTube subscribers - 369.
A2SchoolsSuper Twitter followers - 8,470
- The AAPS communications team has continued the use of text messaging for District communication for those parents who request to receive notification communication in this way.
- Superintendent named as a *Superintendent to Watch* by the National School Public Relations Association in 2018, honored for innovative and effective communication.
- Continued work to redesign and update the a2schools website, including enhanced communication through video reports from Board meetings, shared via social media and stored in BoardDocs archive.

B. Community Relations - continued**Weight: 15%****Comments by the Superintendent:****B3 Community Feedback: HIGHLY EFFECTIVE**

From the evaluation rubric: Superintendent actively seeks community input, creates methods for the community to be actively involved in decision-making as well as setting goals.

- Superintendent has worked to offer opportunities for community engagement, though this endeavor has continued as a challenge during the COVID pandemic years.
- Superintendent facilitates Advisory Groups, consisting of staff, parents, community members, and experts to work with, advise and make recommendations to the Superintendent on the district's work
- Superintendent maintains strong visibility in the school district and greater community, regularly attends and is engaged in school and

B4 Media Relations: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.

- Superintendent and team regularly engage with media representatives frequently and consistently provides District information, statements, interviews and updates to media outlets on a daily/weekly basis;
- Superintendent regularly writes and issues district updates, press releases, and consistently gives media interviews;
- This interaction with local, state and national media is to both communicate, 'tell the story' of the AAPS as well as to clarify and address challenging topics at the school or district level, or in schools and education generally;

B5 District Image: HIGHLY EFFECTIVE

From the evaluation rubric: The Superintendent works to project a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.

- Observable

B6 Approachability: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent is consistently visible at a variety of events and has developed methods of being approachable to members and leaders of the community

- Superintendent regularly participates in school/ district/community events, averaging 3-4 evenings per week, in addition to extensive daytime and weekend commitments and visibility in the community.
- During these community events – whether they are school-based or in another venue - the Superintendent engages regularly with members of the community.

Jeanice Kerr Swift
C. Staff Relations

2023 Superintendent Evaluation

Superintendent of Schools
Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	Staff feedback (Teacher feedback is a required component.) Professional Standards for Educational Leaders: 6, 7	Doesn't accept input or engage teachers and staff in decision- making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district- wide goal setting or decision- making.	Readily accepts staff input and engages staff in district- wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision- making as well as developing and supporting district- wide goals.	
C2	Staff communications Professional Standards for Educational Leaders: 2, 7, 9	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	Personnel matters Professional Standards for Educational Leaders: 9	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	Delegation of duties Professional Standards for Educational Leaders: 9, 10	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision- making skills.	
C5	Recruitment Professional Standards for Educational Leaders: 6	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	Labor relations (Bargaining) Professional Standards for Educational Leaders: 9	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	
C7	Visibility in district Professional Standards for Educational Leaders: 3, 4, 5, 6	Seldom visits buildings.	Is occasionally present at building programs and special activities.	Consistently visits buildings/classrooms and special activities.	Conducts regular and purposeful visits to buildings and classrooms. Consistently attends special activities.	
Category rating:						#DIV/0!

Comments by the Superintendent:

As follows:

<p>Artifacts that <u>may</u> serve as evidence of performance in this domain:</p> <ul style="list-style-type: none"> • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes 	
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If a performance goal has been established related to one of the performance indicators above, write it below:

<p>Performance Indicator: Effective</p>	<p>Goal: <i>Superintendent seeks to engage and partner with staff meaningfully in the work of the district, to receive input and to ensure methods for staff to be actively involved in sharing feedback and decision- making as well as developing and supporting district-wide goals.</i></p>
Evidence: As follows	

C. Staff Relations - continued

Weight: 15%

C1 Staff feedback: EFFECTIVE

From the evaluation rubric: Seeks staff input and creates methods for staff to be actively involved in decision- making as well as developing and supporting district-wide goals.

- Superintendent/ Superintendent team meets with AAEA leadership, Advisory groups, Caucus, and other groups
- Goal: to meet more consistently with Teacher Advisory groups and networks

C2 Staff communications: EFFECTIVE

From the evaluation rubric: Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.

- connections have been more challenging on many levels during the COVID pandemic,
- highlights of this effort includes huddles, work groups and advisory groups
- Consistently deliver Superintendent communications to AAPS staff - weekly or more often as needed
- Goal: to enhance staff communication pathways to provide more personal interaction opportunities to generate enhanced connections

Comments by the Superintendent:**C3 Personnel matters: HIGHLY EFFECTIVE**

From the evaluation rubric: A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.

- Human Resources under the direction of the Executive Director, Human Resources, consistently and effectively oversee personnel matters
- Superintendent regularly updates the Board as appropriate on matters regarding personnel

C4 Delegation of duties: EFFECTIVE

From the evaluation rubric: Delegates responsibility to staff that will foster professional growth, leadership and decision- making skills

- Leadership team consistently operates in a responsive, real-time, and high-performing environment to achieve the critical mission of the AAPS
- Observable

C. Staff Relations - continued**Weight: 15%****C5 Recruitment: EFFECTIVE**

From the evaluation rubric: A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.

- Attraction, recruitment, and retention of talent continues as a primary focus during previous years. This effort will continue year round into the future. We have implemented a number of short, medium and long-term strategies, including frequent virtual job fairs, redesign of jobs to meet candidate needs (before and after care positions), and grow-your-own program.

From the evaluation rubric: The Superintendent facilitates, alongside the Human Resources team, a comprehensive recruitment plan in the District.

- Superintendent regularly searches for and engages with talent to bring the most competent and committed staff to the district.
- A highly-qualified, and high-performing AAPS team is evidence of the strong recruitment efforts in progress; a highly-qualified, and high-performing Cabinet district leadership team is further evidence of recruitment of the best staff available.

C6 Labor relations (bargaining): HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent and team proactively work consistently with union leadership to build relationships with staff groups and establish trust and effective sharing of information in the bargaining process as appropriate.

- Superintendent and/or members of the Superintendent leadership team meet consistently with AAEE leadership, Elementary Caucus, Quad A and other employee, union and leadership groups
- Members of Superintendent team have engaged weekly with union representatives around topics such as in Special Education work team, Teacher Learning Networks, and other areas
- Superintendent engages and participates with employee group advocacy and support, including for example, advocating with legislators and other electeds at the state and federal level. Examples include compensation for staff, safe working conditions, COVID supports, and in other areas ongoing
- Members of the Superintendent's team meet consistently with AAEE leadership for collaborative council

C7 Visibility in district: EFFECTIVE

From the evaluation rubric: Consistently visits buildings/classrooms, special activities, and school events.

- Though attending school events has continued during this year, achieving a rhythm of visitation has clearly been more challenging during these COVID and subsequent time.
- The Superintendent looks forward to fully resuming even more consistent classroom and school visits.

D. Business & Finance**Weight: 20%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	Budget development and management Professional Standards for Educational Leaders: 1, 2, 9	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	Budget reports Professional Standards for Educational Leaders: 1, 2, 9	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	Financial controls Professional Standards for Educational Leaders: 2, 9	Annual audit has revealed areas that are in need of Improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	Facility management Professional Standards for Educational Leaders: 5, 9	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as- needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	Resource allocation Professional Standards for Educational Leaders: 1, 9	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Strategic plan • Election results that impact funding or facilities • Policies/procedures related to fund management • Auditor's report • Evidence of budgetary alignment to district-wide goals • Long-term financial forecast data • District budget • Facilities maintenance plan • Budget-related communications • Grants received/applied for • Facilities management plan 						

D. Business & Finance – continued**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator: EFFECTIVE	Goal: Superintendent works to ensure a fiscally responsible operation of the district, despite the complexities of financial progress during this post ESSR time.
Evidence: As follows	

Category rating should be reflected within the performance indicator.

D. Business & Finance – continued**Weight: 20%****Comments by the Superintendent:****D1 Budget development and management: HIGHLY EFFECTIVE**

From the evaluation rubric: Superintendent ensures budget actions are proactive and connected with both current and long- range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.

- Superintendent, Assistant Superintendent of Finance, with the partnership and support of the Treasurer, the Finance Committee, and the Trustees, continue to navigate the complexities of finance operations during the pandemic, including clarifying the needs and costs of operations, ‘in a pandemic as well as navigating community input on priorities and alignment of expenditures across pandemic requirements, needs and priorities;
- Superintendent plans, alongside the Board, for the AAPS budget throughout the year;
- Superintendent works in an agile approach, during and following a pandemic, to meet the increased demands of retaining and attracting quality professional and hourly staff;
- This work includes planning in advance for core priority of staff compensation and student support needs, preparing for some necessary fluctuations in fund balance, while making necessary adjustments in the organization to rebound for strength longterm;
- Expanded the scope of monthly monitoring reports and continue the work on processing and public reporting of use of COVID resources.
- Superintendent and team have consistently brought forward innovative work to support the short, medium and long term fiscal viability of the district, i.e. developed new/enhanced revenue streams (such as library sale, cell tower leases, etc.)
- Superintendent and team have looked ahead to plan for the district’s financial future – for example; 2019 Bond and the 2018 cushion on the operating millage to prevent negative impact from Headlee rollback, as well as preparing for upcoming Special Education millage 2024;

- Superintendent mobilizes team efforts to minimize financial loss to the district – for example, continuing work to improve Medicaid reimbursement practices

D2 Budget reports: HIGHLY EFFECTIVE

From the evaluation rubric: Superintendent has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.

- Superintendent provides, with support of Assistant Superintendent of Finance, monthly budget monitoring reports to the Treasurer, Finance Committee, the Board of Education, and the community;
- Superintendent monitors closely, alongside Assistant Superintendent of Finance, any changes or potential impact, with a consistent 'rhythm' of process throughout the year;
- This process has proven particularly challenging during the myriad fluctuating expenditures and resources inherent during the COVID pandemic time, so preparing for a next chapter of realignment of budget work is a critical next step.

D. Business & Finance – continued**Weight: 20%****Comments by the Superintendent:****D3 Financial controls: HIGHLY EFFECTIVE**

From the evaluation rubric: *Superintendent, with the support of the Assistant Superintendent, Finance, promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.*

- Finance team actively monitors financial controls on a consistent basis, with public reports monthly
- Successful year over year third-party audits are publicly presented and posted each year
- Finance team actively maintains real-time metrics and checks to ensure proactive budget awareness and response as needed
- AAPS obtained a clean, unmodified audit for 2021 and has achieved this goal during every year of Superintendent's tenure
- Concerns are reported directly to the Superintendent through the Assistant Superintendent; needed adjustments and action plans are implemented as needed to address areas of concern

D4 Facility Management: HIGHLY EFFECTIVE

From the evaluation rubric: Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.

- Implemented a fully developed AAPS Facilities Condition & Renewal Plan, 2019 and Beyond
[AAPS Facilities Assessment Index](#)
- Passed 2019 Bond and Recommended Capital Program, Phase I Plan, approved December 2020
[Capital Program, Phase I Plan](#)
- Alongside AAPS Cabinet Leaders, have attracted and developed a high-performing facilities team
- Under the direction of the Superintendent, this team has been fully engaged in updating a comprehensive facilities management plan
- While staffing of hourly employees continues to present a challenge, team processes have improved in their service to schools physical plant needs
- Board of Education Bond Auxiliary Committee regularly meets with Superintendent and Team to plan and organize the execution of the AAPS Capital Program
- The Board has organized, and members of Superintendent's team has regularly met with Environmental Sustainability Task Force, with AAPS Environmental Sustainability Plan anticipated by Dec 2022
- Superintendent, in tandem with Executive Director, Facilities and Operations, has overseen an enhancement to the AAPS Sinking Fund to supplement the Capital Bond program

D. Business & Finance – continued

Weight: 20%

Comments by the Superintendent:

As follows

D5 Resource allocation: HIGHLY EFFECTIVE

From the evaluation rubric: Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.

- The challenge for the Board and Superintendent will continue to center on maintaining a balance in managing both immediate, mid- and long-range objectives, to leverage sufficient resources to continue to attract and retain quality professional staff
- Along with the Board and in particular the Finance Committee and Treasurer, this goal, discussion, and work continues as a consistent focus
- The District has maintained adequate staffing and strong programs while also very intentionally attending to critical needs in successfully achieving all six employee group agreements in 2023; as planned, alignment of budget will be critical in 2023 to rebound from the current 4.2% fund equity and reestablish fund equity between 6% and 15% in keeping with AAPS policy.

- Budget realignment work is important moving forward to address the long-term challenge with K12 revenues, meet the widely varied learning and social emotional needs of students, and the appropriate, high-expectations of the Ann Arbor community while attracting and retaining top quality AAPS staff longterm.
- A ten year record of navigating the changes in Michigan school finance and balancing needs in the AAPS speaks to the effectiveness with which the Superintendent, the leadership team, and Board of Education Trustees will continue to allocated resources and balance needs over time, and this diligent work must continue amidst ever-evolving complexities.

E. Instructional Leadership**Weight: 30%**

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	Performance evaluation system Professional Standards for Educational Leaders: 6, 9, 10	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	Building-Level Leadership Professional Standards for Educational Leaders: 4, 6, 7	No effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction have not been identified.	Little effort is made to foster autonomy at school buildings. Expectations regarding learning and instruction are vague or unclear.	Efforts are made to foster autonomy at all school buildings but may not be consistent or aligned to district objectives. Goals for learning and instruction are not prioritized.	Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	
E3	Staff development Professional Standards for Educational Leaders: 6, 10	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E4	School Improvement Professional Standards for Educational Leaders: 6, 9, 10	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E5	Curriculum Professional Standards for Educational Leaders: 4, 7	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	Instruction Professional Standards for Educational Leaders: 4, 6, 7	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	

E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E7	Student feedback Professional Standards for Educational Leaders: 3, 5	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district- wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district- wide goals as well as decision-making.	
E8	Student attendance Professional Standards for Educational Leaders: 5	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students Professional Standards for Educational Leaders: 3, 5	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge Professional Standards for Educational Leaders: 1, 4, 6	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
Category rating:						#DIV/0!
Artifacts that <u>may</u> serve as evidence of performance in this domain: <ul style="list-style-type: none"> • Staff evaluation calendar • District performance evaluation system • Superintendent professional growth plan • Curriculum • RtI/MTSS • Superintendent professional development • Teacher analysis of student achievement data • Curriculum audit • Strategic plan/district-wide goals • Staff development plan • Professional development calendar • Instructional model(s) • Curriculum team agendas • Instructional audit • Coaching documentation • Observational data from staff • Documentation of instructional rounds • Positive behavior supports/character programs 						

E. Instructional Leadership - continued

Weight: 30%

If a performance goal has been established related to one of the performance indicators above, write it below:

Performance Indicator: Effective	Goal: Students learn, grow and thrive in the Ann Arbor Public Schools; a highly talented, equity-oriented staff feel well supported and developed in their work, despite many challenges that continue.
Evidence: As follows	

E. Instructional Leadership - continued**Weight: 30%****Comments by the Superintendent:****E1 Performance evaluation system: HIGHLY EFFECTIVE**

From the evaluation rubric: *A performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.*

- The evaluations system is legally compliant and all evaluators have been trained in and consistently implement the state-approved model.
- Progress is monitored by building principals and Human Resource and Level Executive Directors for all staff members who are currently on an Individual Development Plan.

E2 Building-level leadership: HIGHLY EFFECTIVE

From the evaluation rubric: *Principals are provided defined autonomy consistently with accountability. Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.*

- Principals, school and district leaders are consistently focused on a strong foundation of quality Tier 1 instruction, ensuring a culture of Belonging by beginning with Dignity and beginning with the process of listening to our students to hear and inform quality student-centered instruction in every classroom.
- This work occurs through the direct alignment of the School Improvement plans with the District Improvement Plan and is supported through the support of the Executive Directors and Assistant Superintendent, School Leadership at each level of the AAPS system for Elementary, Middle School/K8, and High School programs.

E3 Staff development: EFFECTIVE

From the evaluation rubric: *Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.*

- [Framework for Equitable Instruction 3.0](#) has been updated; among other improvements added 'well-being' as the foundational focus alongside dignity and belonging for 2023, setting values and expectations that every member of the AAPS has a critical role to play both professionally and personally in supporting each other and serving our students and families.

- Establishment and continued evolution of [Teaching & Learning Networks](#) (TLNs) to support the collaboration of teachers in the design of culturally affirming, inclusive instruction. Ongoing and consistent work by teachers and staff in Learning Networks and system-wide anti-bias and equity development continue.
- Districtwide professional development for every member of the AAPS team to enhance our equity lens and build racial literacy individually, on teams, and across the organization.
- Grow Your Own Grant Programs - Para professionals earning initial teacher certification and current AAPS teachers earning free masters degrees supporting English Language Learners - Grants totalling over 5 million dollars and 175 staff members earning degrees over the next three years.
- Monthly Professional Learning Catalog issued via the TLC All District Schoology Group; includes content specific support for teachers implementing new curriculum, LETRS training, Advantage Math Training, content specific and timely support during key areas such as curriculum night, intervention support, exam preparation and implementation, grading etc.
- Two-year implementation of professional learning in the in-class service supporting students with IEPs receiving education from content-certified teachers in the general education setting - a significant equity move.
- School Improvement Plans demonstrate target and progress toward improved student achievement
- Staff development programs are aligned with district goals for improved equity practice and student achievement

E4 School improvement: HIGHLY EFFECTIVE

From the evaluation rubric: *School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.*

- School improvement plans are evidence of the school improvement work and are reviewed regularly by Assistant Superintendent, Instruction and P12 Executive Directors.
- Work on implementation of Strategic Equity Plan, Special Education Redesign, and Bryant/Pattengill Reenvision continues.

E. Instructional Leadership - continued

Weight: 30%

Comments by the Superintendent:

E5 Curriculum: HIGHLY EFFECTIVE

From the evaluation rubric: *Curriculum is in place, aligned across grade levels and in compliance with state standards.*

- Curriculum maps, developed by AAPS teachers, provide a common vision of the desired outcomes for all students. These tools articulate learning outcomes including core skills, content, and big ideas, not only for a single course or grade level, but also across the PK12 continuum

- Adoption and implementation of effective, NGSX aligned, effective middle school science curriculum - OpenSciEd; step by step roll out over three years with intensive and ongoing professional learning for all involved staff.
- Adoption and implementation of research based K-5 Tier 1 reading curriculum - phonics, phonemic awareness curriculum including decodable texts with intensive, job-embedded instructional support
- Adoption and implementation of effective, Algebra 1, Algebra 2, Geometry curriculum - Illustrative Mathematics; intensive and ongoing professional learning
- Approval and creation of new courses centered on innovation and advocacy - History of Racism and Resistance, Cybersecurity 1 and 2, etc.
- Established Secondary ELA Text Review Committee for the purpose of ensuring diverse authors and books in the Tier 1 ELA learning experience.

E6 Instruction: HIGHLY EFFECTIVE

From the evaluation rubric: *Instructional practices are in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.*

- Teachers in the AAPS regularly differentiate instruction to meet the varied needs of students.
- Implemented Advantage Math Recovery professional learning cohorts - in year 2 of roll out with progress toward all K-5 teachers receiving the training over the next two years.
- Evaluated technology/software programs to identify moves that improve student outcomes and provided professional learning for all staff connected, including administrators in the most effective use of these tools; progress monitoring occurring monthly.
- Implemented literacy centered professional learning centered on effective, research-based instruction monthly, including live, asynchronous and 1:1 coaching opportunities for all involved staff.
- Through clustered scheduling, ensuring that English Learners receive services and/or instruction from EL certified teachers;
- Supported teachers and administrators with professional learning and support in meeting and addressing book challenges through a fully aligned process, supportive documents, tools and resources to protect a student's right to read and access to text.
- Continued support for teachers and administrators in the implementation and progress monitoring of student growth via NWEA.
- Goal: To provide additional tools and training to support teachers in enhancing the work of personalizing and differentiating along the spectrum of student needs and learner profiles

E7 Student feedback: EFFECTIVE

From the evaluation rubric: *Readily accepts student input and engages students in district- wide goal development and/or decision-making.*

- Annual Culture and Climate Survey centered on student experiences and feedback regarding student supports, value and belonging in the environment, a culture of respect.
- Goal: To more regularly and directly engage with students in 2023-24.

E8 Student attendance: HIGHLY EFFECTIVE

From the evaluation rubric: *Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.*

- Student attendance continues as a focus at all AAPS schools post COVID, particularly due to an increase in the average number of days missed overall and in the number of students who are chronically absent.
- Superintendent continues to deploy the Interventionists Team to ensure to engage with and directly serve our students most at-risk with attendance concerns, and their families.
- Student attendance/engagement data has improved among at-risk students though this focused work, and this critical work continues.
- Adding Counselors/social workers/support personnel and providing adequate student social emotional and academic support across the district remains a priority and a continuing focus.
- Alignment of mental health partnerships from the community has proven a strong support in this work
- Improvement of AAPS intervention and crisis response team processes and protocols has progressed and the AAPS now serves as a model in the state in this area; timely work continues to assist the teams in managing increased demand for mental health support across our schools and community.

E. Instructional Leadership - continued**Weight: 30%****Comments by the Superintendent:****E9 Support for students: EFFECTIVE**

From the evaluation rubric: *A wide variety of programs and activities are available to support students with academic, social-emotional, community health, and other needs at school.*

- Enhanced social-emotional supports for students in the AAPS, March 2022: <https://www.a2schools.org/site/Default.aspx?PageID=18238>
- The assignment of a Principal on special assignment to fully align an AAPS Multi-Tiered System of Support (MTSS) and social emotional

support continues in place for 2023-24.

- Continued improvement work in the services, communication and consistency of the Special Education Team; See [SISS Improvement Update](#)
- Addition of math interventionists/coaches to strategically serve Title I elementary schools.
- Implementation of the In-Class Service Model - a significant, research-based equity move in ensuring that all students have access to the general education curriculum and instruction via highly qualified teachers of the content area.
- Coordination and alignment of supports and programs across the district is critical and represents an area for continued improvement.
- Expansion of Summer Learning Institute (SLI) from one site to sites to ensure intervention services for a greater number of students
- Re-envisioning of SESLA resulting in triple the number of English Language Learners accessing summer supports, including newcomers.
- Continuation of intensive summer programming at all levels with individualized credit recovery programming focused on skills mastery at the point and in the area of need.
- Implementation of SEL programming for service to our youngest students, including First Steps, in all Y5 classrooms.
- Enhancement of English Learner services increasing the level of service resulting in increased number of students exiting EL services.
- Created newcomer programming to ensure a high level of direct EL support both during the school year and in the summer.

E10 Professional knowledge: HIGHLY EFFECTIVE

From the evaluation rubric: *Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.*

- Superintendent participates, since 2019, in the National Superintendent Roundtable research group with 80 superintendents from across the country.
- Superintendent has completed the AASA Superintendent Cohort (2016-2018) group for professional development at the national level, with more than 80 hours of certificated professional development
- Superintendent regularly presents and participates in learning across districts, sharing of best practice, networking and national conferences, and benefits from a wide and active group of colleague Superintendents across the country.
- Members of Superintendent's team participate in the Minority Student Achievement Network, a inter district collaborative.
- Superintendent's Michigan Administrator License effective through June 30, 2024.

III. Student Growth Data

G. Other Required Components of Evaluation

Student Growth

Weight: 40%

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data. NOTE: Beginning in 2018-19 and moving forward, 50% of student growth must be based on state assessment data (from subject areas and grades administered).

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	
	Growth:	3.24 SLO growth rating				
	Evidence:	District Student Growth Percentile				
	Component score:					

* For superintendents who are *regularly involved in instruction*, 40% of the annual evaluation must be based on student growth and assessment data. 20% of teacher and leader evaluations are based on State data, specifically the Student Growth Percentile (SGP).

The SGP is [calculated using a 3 year set of data](#), comparing students at similar levels. Those data have not been re-calculated by the State due to a lack of reliable data for the 2019-2020 and 2020-2021 school years.

¹ Measuring student growth: A guide to informed decision making, Center for Public Education.

- **Superintendent uses the same data as is used by teachers to determine the Student Growth Rating for evaluation.**
- From the teacher SLO growth ratings, the mean SLO growth rating for 2022-23 is **3.24**.
- State assessment data, as is true for our teachers, is from the school year 2018-19, the last time we received an updated student growth percentile (a three-year growth percentage) from the state.

Additional Achievement Data: NWEA

	AAPS Reading Spring 2023 Mean RIT	NWEA Reading Spring Norm RIT Mean	Percent of Norm RIT Mean Score Achieved
Grade K	161.75	153.09	105.66%
Grade 1	178.49	171.40	104.14%
Grade 2	193.24	185.57	104.13%
Grade 3	203.62	197.12	103.30%
Grade 4	210.24	204.83	102.64%
Grade 5	214.86	210.98	101.84%
Grade 6	218.51	215.36	101.46%
Grade 7	221.87	218.36	101.61%
Grade 8	224.43	221.66	101.25%

	AAPS Math Spring 2023 Mean RIT	NWEA Math Spring Norm RIT Mean	Percent of Norm RIT Mean Score Achieved
Grade K	166.94	157.11	106.26%
Grade 1	185.42	176.40	105.11%
Grade2	196.39	189.42	103.68%
Grade 3	204.99	201.08	101.95%
Grade 4	215.33	210.51	102.29%
Grade 5	223.35	218.75	102.10%
Grade 6	225.19	222.88	101.03%
Grade 7	230.07	226.73	101.47%
Grade 8	234.99	230.30	102.04%

- The AAPS continues to exceed national pre-pandemic norms in mean RIT scores and thus in the percent of students at or above grade level in both reading and mathematics.

G. Other Required Components of Evaluation (continued)

Progress Toward District-Wide Goals

Weight: 10%

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating	
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals		
	Progress:	4					
	Evidence:	<div>1) Launched District Improvement in the redesign and alignment of Multi-Tiered System of Supports (MTSS) with a year one focus on establishing clear, coherent, accessible Tier I instruction for all.</div> <div>2) As indicated in the District-Wide Improvement Plan, building capacity for Equitable Instruction based in a foundation of Dignity, Belonging and Well-being continues as an ongoing focus.</div> <div>District Improvement Presentation to LC May 2023 Framework for Equitable Instruction 2.0 -</div> <div>3) Completed a widely subscribed (+2,300 engagements) community-wide Listen and Learn Ann Arbor 2023, and shared data and findings with the Board and AAPS community, August 7, 2023</div> <div>View the August 23, 2023 Board of Education meeting results presentation here: A Community Conversation: Listen and Learn 2023.</div> <div>The complete ThoughtExchange Listen and Learn 2023 results are available here.</div>					
	Component score:						

Due to pandemic impact, district improvement plans shifted significantly, centering on shifting to the equitable provision of instruction in remote, hybrid and finally in-person learning.

State assessments were suspended in the spring of 2020 and significantly reduced in participation during the spring of 2021, reflecting an inaccurate picture of student achievement for the State and the AAPS. Districts were cautioned in using these data to assess growth and goal attainment.

During the 2021-2022 school year, a new District Improvement Tool, the Michigan Integrated Continuous Improvement Process (MICIP) was introduced, changing the way District's plan and monitor for improvement.

Goals for the 2022-2023 school year reflect the improvement of student academic outcomes through equitable practices and effective pedagogy. In addition, supporting the social emotional well being of our students is also of utmost importance. In the District Improvement Plan, goals reflect the establishment of a well defined Multi Tiered System of Support (MTSS) to ensure our school teams and district supports are aligned and responsive to the needs of our students.

In the 2021-2022 school year, MDE released a new platform and process for District Improvement planning, MICIP. That process was explored in that year and implemented for the first time in the spring of the 2022-2023 school year. The AAPS improvement plan closely aligns with the Strategic Equity Plan and centers on establishing a clear, effective MTSS.



MICIP
Michigan Integrated Continuous Improvement Process

