



Ford Administration
1620 E. Elza, Hazel Park, MI 48030 | 248-658-5200 | F: 248-544-5223
www.hazelparkschools.org

Agenda

Special Board of Education Workshop

Ford Administration Building

1620 E Elza Avenue

Hazel Park, MI 48030

February 3, 2025

5:30 PM

LOCATION AND FORMAT: The meeting will be held at the Ford Administration Building, 1620 E Elza Hazel Park, Michigan. Members of the public wishing to speak during the public comment portion of the meeting may do so in-person.

CALL TO ORDER

ROLL CALL

APPROVAL OF THE AGENDA

PUBLIC COMMENT

NEW BUSINESS

- A. Interim Superintendent (Action Item) 2
- B. Audit Presentation (Action Item) 3
- C. Student Achievement & Growth Data Presentation 4
- D. Interim Superintendent Stipend (Action Item) 24

PUBLIC COMMENT

BOARD MEMBERS AND ADMINISTRATION COMMENTS

ADJOURNMENT

Any person with a disability who needs accommodation for participation in this meeting should contact the Superintendent's office at (248) 658-5220 at least five (5) days in advance of the meeting to request assistance.

All Official minutes of school board meetings are stored and available for inspection in the Ford Administration office at the above address.

This notice is given in compliance with Act No. 267 of the Public Acts Michigan, 1976



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To: Hazel Park Board of Education
From: Tammy McHenry, Acting Interim Superintendent
Subject: Appointment of Interim Superintendent
Date: February 3, 2025

In light of Dr. Amy Kruppe being placed on non-disciplinary paid administrative leave, I am recommending the appointment of Dr. Catherine Cost as Interim Superintendent, effective Tuesday, February 4, 2025.

Dr. Cost brings extensive experience in educational leadership, having previously served as:

- Principal at Troy Athens High School (Troy, MI) - 6 years
- Assistant Superintendent at Farmington Public Schools (Farmington, MI) - 8 years
- Superintendent of Wyandotte Public Schools (Wyandotte, MI) - 8 years

Dr. Cost will serve in an interim capacity without medical benefits; the district will only be providing a benefit for cell phone allowance.

The Board's approval of this appointment to ensure continued stability and leadership within the district.

Recommendation
That the Board of Education approve the appointment of Catherine Cost for Interim Superintendent, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Tammy m. McHenry

Tammy McHenry
Acting Superintendent





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To: Hazel Park Board of Education
From: Tammy McHenry, Acting Interim Superintendent
Subject: Audit Report Approval
Date: February 3, 2025

We have completed our annual fiscal audit required by the State of Michigan. The audit completed by UHY, offers an unmodified or clean opinion as presented. In auditor terms, the financial statements for the year ended June 2024 are presented fairly, in all material effects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information in accordance with generally accepted accounting principles.

I recommend to the Board that the audit of the financial statements as presented are accepted and filed. I would like to thank all those involved in the audit process and UHY for their services.

Funding Source: General Fund

Goal Statement - Climate and Culture: The Hazel Park School District will provide a unified system of support for all students, embracing diversity, and fostering a positive school climate.

Recommendation
That the Board of Education approve the audit of the financial statements as presented are accepted and filed.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Tammy McHenry
Acting Superintendent



Mid-Year Update
Reading & Math Academic Goals
Board of Education Meeting
February 3rd, 2025

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Stephanie Dulmage
Assistant Superintendent of Teaching and Learning



Framing our Data Discussion

- Due to the loss of two additional days during the week of January 20th-24th, i-Ready testing was delayed. The data presented this evening represents preliminary data. The majority of students have tested but we still have make-up testing, especially in the area of Math.
- The primary focus will be on progress toward typical growth goals with preliminary information on progress toward year-end proficiency targets.
- Disaggregated data, that helps us determine our impact on specific student groups, will be shared at a future meeting.
- I-Ready data is a snapshot of student's achievement and growth. Our staff members utilize multiple sources of information to get a comprehensive picture of a student's academic performance and growth.
- Our focus is on asset versus deficit-based messaging; words matter and can positively or negatively impact a school environment.

Purpose of Analyzing Mid-Year Proficiency & Growth Data by Stakeholder Group

Teachers and Ancillary Staff

- Monitor individual student progress toward growth targets.
- Identify specific skill gaps and strengths for differentiated instruction.
- Adjust small group instruction and interventions as needed.
- Communicate progress with students and families to set learning goals.

Grade-Level Teams and MTSS Teams

- Analyze trends across classrooms to identify common strengths and challenges.
- Adjust instructional pacing and strategies for consistency.
- Determine the effectiveness of interventions and support strategies.
- Collaborate on targeted action plans to support individual student needs

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School-Level Administrators

- Assess overall school-wide trends in student growth and achievement.
- Identify grade levels or specific student groups in need of additional support.
- Guide professional development planning based on identified needs.
- Ensure interventions and instructional strategies are effectively implemented.

District Leadership and Teaching & Learning Staff

- Evaluate overall effectiveness of district-wide instructional programs and interventions.
- Adjust processes/procedures to support increase access for students and opportunities for staff to analyze data and take action
- Ensure alignment between curriculum, instruction, and assessment data.
- Support schools with data-driven professional development and strategic planning.



End of Year Targets (District Improvement Goals) - Grades K-5

Reading

Goals:

Hazel Park School District will implement research-based strategies to improve foundational reading and comprehension skills to increase the percentage of students in grades K-5 scoring mid/above grade level by 4%, with a minimum of 50% at Tier 1, and increase the percentage of students in grades 6-8 scoring mid/above grade level by 4%, with a minimum of 25% at Tier 1 from Spring 2024 to Spring 2025 on the i-Ready Reading diagnostic.

Hazel Park School District will implement research-based interventions to improve foundational reading and language comprehension skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025 on the i-Ready Reading Diagnostic.

Math

Goal: Hazel Park School District will provide opportunities for teachers to build capacity in strategies to improve foundational math and algebra skills, to increase the percentage of students in grades K-5 scoring mid/above grade level by 3%, with a minimum of 36% at Tier 1, and increase the percentage of students in grades 6-8 scoring mid/above grade level by 3%, with a minimum of 20% at Tier 1 from Spring 2024 to Spring 2025.

Hazel Park School District will implement research-based interventions to improve foundational math skills to decrease the percentage of grades 3-8 students scoring in Tier 3 by 5% from Spring 2024 - Spring 2025.

End of Year Targets (District Improvement Goals) - Grades 9-11

Reading

Goals:

Hazel Park School District will implement research-based strategies to improve language comprehension, academic vocabulary, and writing skills to increase the percentage of grades 9-11 students meeting EBRW benchmarks by 5% for all student populations by June 2025 on the i-Ready reading diagnostic.

Math

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Goal:

Hazel Park School District will implement research-based strategies and interventions to improve foundational math and algebra skills to increase the percentage of students in grades 9-11 who have met the Math PSAT and SAT benchmarks by 5% for all student populations by June 2025.

The Fall PSAT and NMSQT data is used to inform instruction and the basis for On To College programming.

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Reading Data Grades K-8

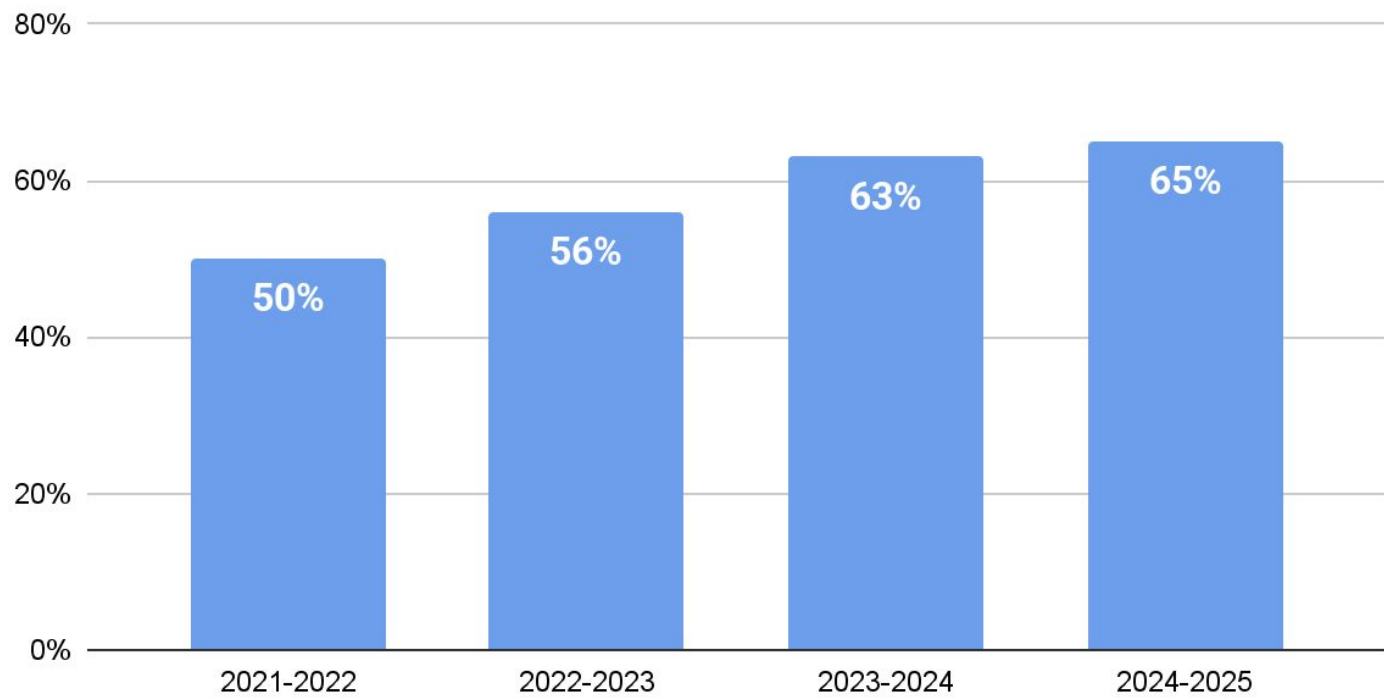
Trends and Patterns - Highlights

Reading

- Kindergarten students, including Early 5s, are scoring in the **high proficiency/high growth** category.
- The median progress toward Typical Growth for all grades, except 3rd grade, is at or **above the January target of 55%-60%**.
- Trend data indicates that students in grades K-5 and 6-8 are on track to **meet the Tier 1** goal outlined in the district' strategic plan, along with the goal for the percentage of students Mid/Above grade Level.
- The median progress toward the Typical Growth goal for students who started the school year three or more grade levels below is 82%, **well beyond the expected target of 55-60%**.
- **Impact of literacy, vocabulary, and ARC reading program (Data on Students in District 3 Years)**
 - The percentage of 6th grades students in **Tier 1** increased by 5% (not cohort data) and the median progress toward the Typical Growth goal exceeded the end of year target by 21% (121%).
 - In most grades, students who have been in the district for at least three years scored in Tier 1 at a rate that is 5% to 20% higher than those who have been in the district for a shorter period. Conversely, students in the district at least three years scored in Tier 3 at a rate that is 5-20% less.
 - This is evident in the following sub-domains:
 - Informational Text
 - Literature
 - Phonemic Awareness
 - Vocabulary

Median Progress Toward Typical Growth in Reading - Comparison Data Grades K-8

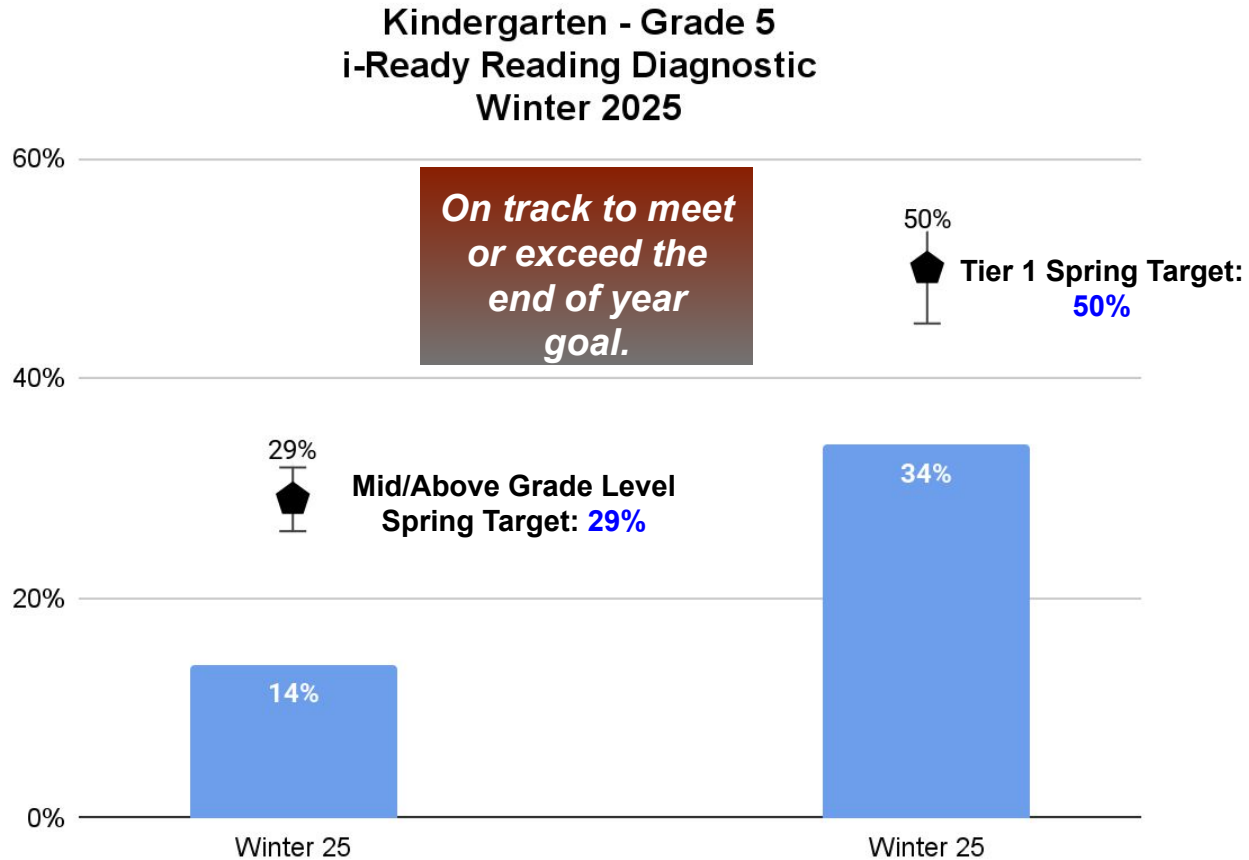
Progress Toward Typical Growth (Median) i-Ready Reading - Winter Diagnostic



Students in the District for 3 Years:

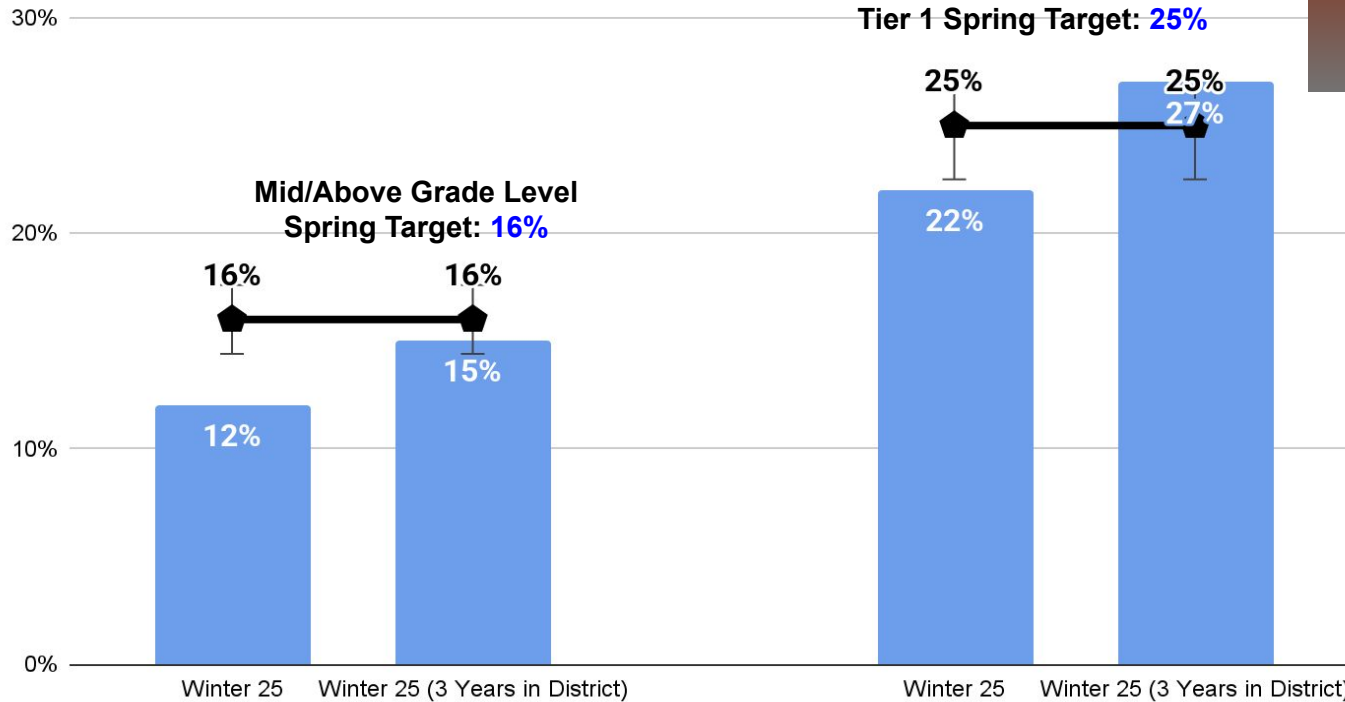
69%

Progress Toward the Tier 1 Spring Reading Targets - Grades K-5



Progress Toward the Spring Targets for Students in Grades 6-8

Grade 6 - Grade 8
i-Ready Reading Diagnostic
Winter 2025



On track to meet or exceed the end of year goal.

Median Progress Toward Typical Growth & Improved Placement Levels - K-8 Reading (All Schools)

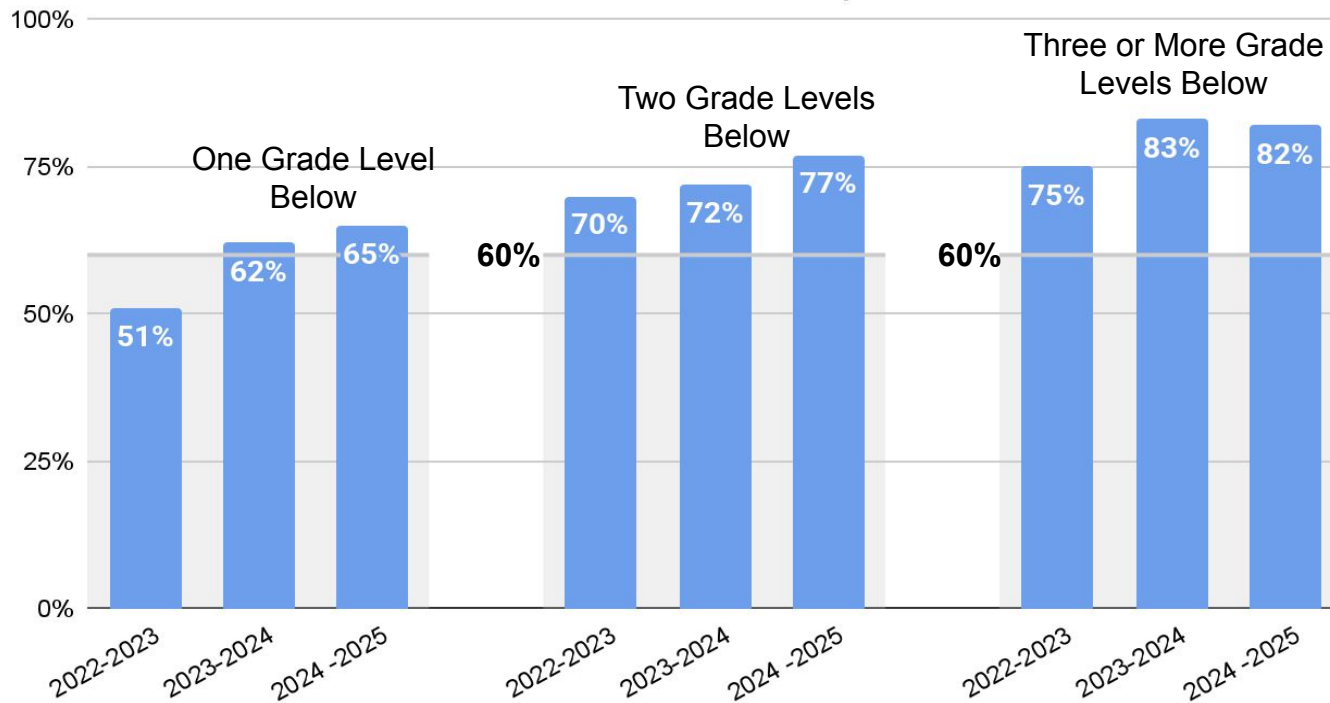
Grade	Reading Typical Growth	Improved Placement Levels
Kindergarten	66%	50%
Grade 1	69%	44%
Grade 2	74%	49%
Grade 3	48%	43%
Grade 4	70%	43%
Grade 5	56%	35%
Grade 6	121%	48%
Grade 7	88%	46%
Grade 8	74%	43%
Grade 9	Not Available	43%
Grade 10	Not Available	30%

> 55-60% progress toward typical growth indicates a student is on track to exceed a year's worth of growth

Median Progress Toward Typical Reading Growth Goals (2024- 2025) by Baseline Placement Levels

*Are we accelerating the growth of students who do not have proficient reading skills? **Yes***

**Progress Toward Typical Growth
i-Read Reading Diagnostic
Winter 2024 - 2025 Comparison**



i-Ready Math Data Grades K-8

Trends and Patterns - Highlights

Math

- Kindergarten students, including Early 5s, are scoring in the **high proficiency/high growth** category.
- The median progress toward Typical Growth for all grades, except 3rd, 4th, and 7th, is at or **above the January target of 55%-60%**.
- Trend data indicates that students in grades K-5 and 6-8 are on track to **meet the Tier 1** goal outlined in the district' strategic plan, along with the goal for the percentage of students 17
Mid/Above grade Level.
- The median progress toward the Typical Growth Goal for students who started the school year significantly below grade level expectations is approximately 70%, **which is beyond the expected target of 60-65%**. *This is the highest progress toward typical growth since 2022-2023.*
- In most grades, students who have been in the district for at least three years scored in Tier 1 at a rate that is 5% to 15% higher than those who have been in the district for a shorter period. Conversely, students in the district at least three years scored in Tier 3 at a rate that is 5-15% less.

Progress Toward the Tier 1 Spring Math Targets - Grades K-5

Preliminary math data suggests the following:

Grades K-5 Math Spring Targets

- Mid/Above Goal - Good progress
- Tier 1 Goal - On track to meet goal

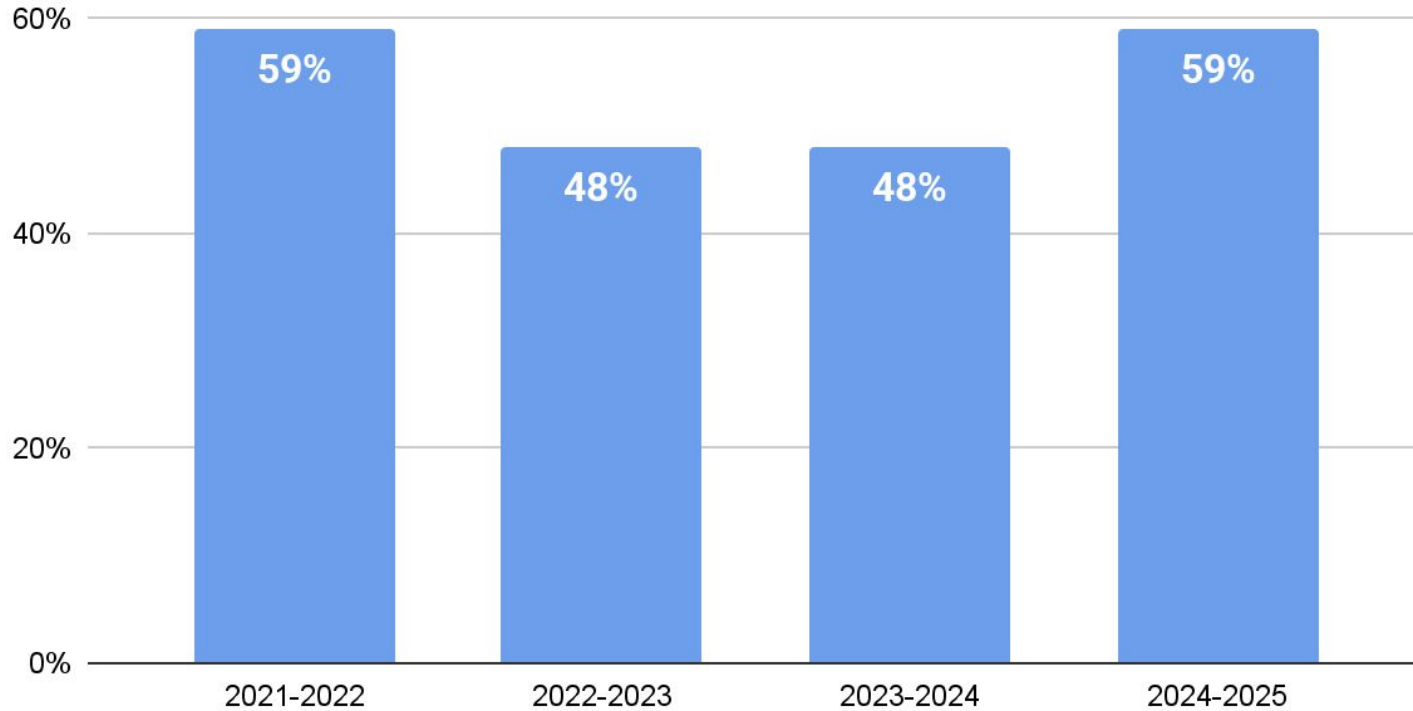
18

Grades 6-8 Math

- Mid/Above Goal - Good progress
- Tier 1 Goal - On track to meet goal

Median Progress Toward Typical Growth in Math - Comparison Data for Grades K-8

Progress Toward Typical Growth (Median) i-Ready Math - Winter Diagnostic





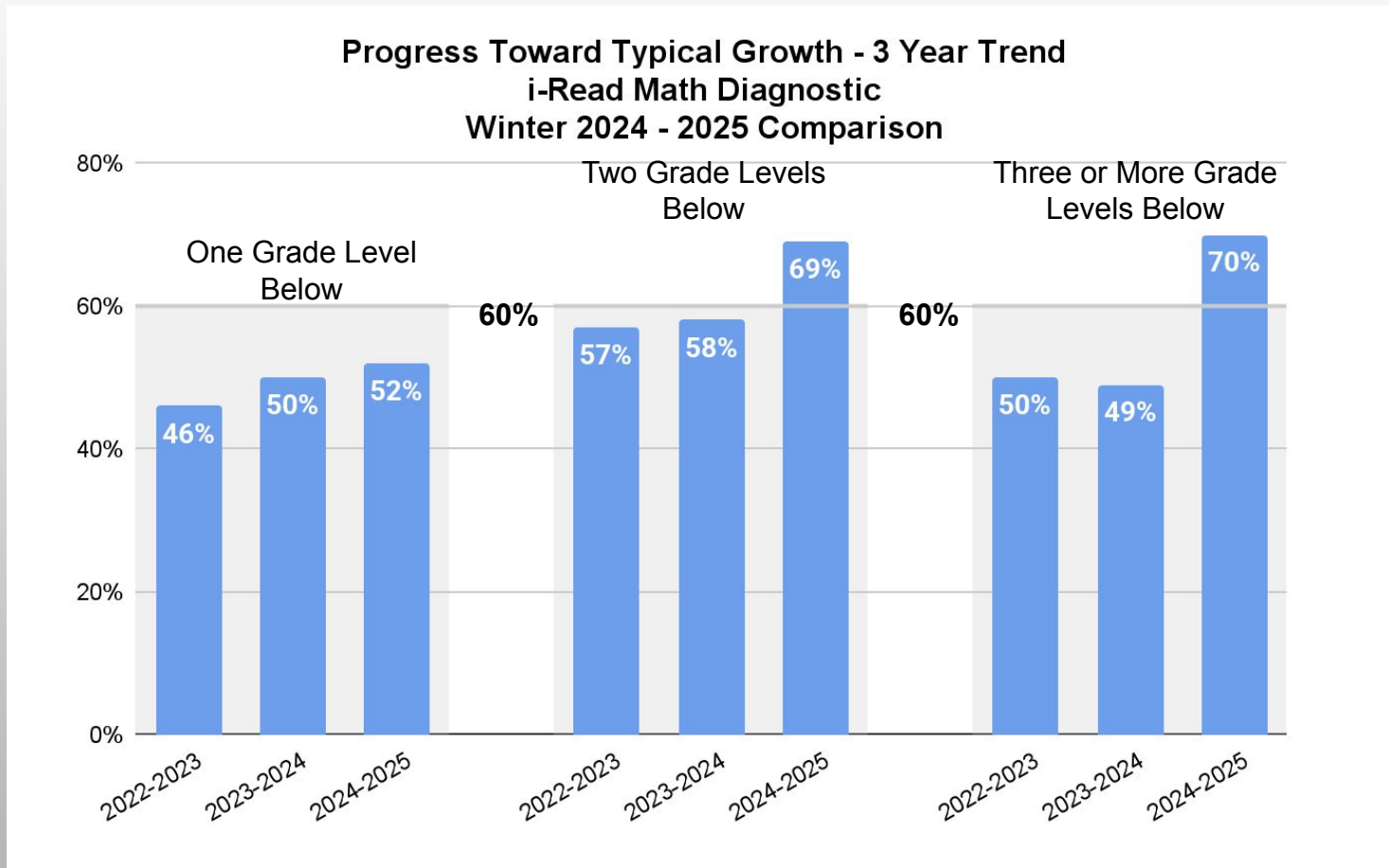
Median Progress Toward Typical Growth & Improved Placement Levels - K-8 Math (All Schools)

Grade	Math Typical Growth	Improved Placement Levels
Kindergarten	56%	30%
Grade 1	68%	42%
Grade 2	76%	43%
Grade 3	41%	37%
Grade 4	48%	44%
Grade 5	61%	46%
Grade 6	62%	48%
Grade 7	40%	42%
Grade 8	67%	46%
Grade 9	Not Available	37%
Grade 10	Not Available	40%

> 55-60% progress toward typical growth indicates a student is on track to exceed a year's worth of growth

Median Progress Toward Typical Reading Growth Goals (2024 - 2025) by Baseline Placement Levels

*Are we accelerating the growth of students who do not have proficient reading skills? **Yes***



Trends and Patterns - Opportunities for Change

Areas of Focus - Math

- Foundational Math Skills and Proficiency in Algebraic Thinking
- Chronic Absenteeism
- Proficiency rates in specific student groups
- Expanded professional learning and K-5 math curriculum and instructional frameworks

Areas of Focus - Reading

- Chronic Absenteeism
- Vocabulary Development and Informational Text
- Proficiency rates in specific student groups

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A Story of Focused Growth

Over the years, Hazel Park Schools has embraced the expectation that we **operate as a system**—one with clear processes, procedures, and a **shared vision for student success**. Our work has been rooted in data-driven decision-making, best instructional practices, and continuous improvement.

At the core of this progress is **strong instructional leadership at the top**, setting the tone and paving the way for an unwavering commitment to students and families. This leadership has fostered a culture where every decision is made **with student success in mind**, ensuring alignment across classrooms, schools, and departments.

Leading with Focus has guided our efforts, ensuring **coordinated, high-impact instruction K-12**. At the same time, we recognize that academic success is only one piece of the puzzle. Our approach includes:

- **Restorative practices** that build strong relationships and repair harm.
- **Social-emotional learning (SEL)** to help students develop resilience and self-awareness.
- **Proactive, supportive responses to behavior** that empower students rather than exclude them.
- Opportunity-based experiences and Community Schools

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At the heart of our progress is the interdependent collaboration between **Student Services and the Teaching and Learning Department**. Together, we have built a **strong system of student support**, ensuring that every child receives the academic and non-academic resources needed to thrive.

Systemic change does not happen overnight—it takes time, intentionality, and persistence. **Research shows that significant educational change takes three to five years to take root**, and we are now seeing the impact of **Year 3 of our focused work in literacy** and the hard work and efforts of our staff to mitigate the impacts of interrupted learning during the pandemic. **The growth is steady, but our work is not done. We remain committed to new opportunities for change and improvement**—because every student’s success matters.

This progress is not the work of one, but the work of many. I am proud to stand with my colleagues and every educator in this district—recognizing the dedication, inspiration, and impactful work happening every day.



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To: Hazel Park Board of Education
From: Tammy McHenry, Acting Interim Superintendent
Subject: Approval of Stipend for Interim Superintendent Duties
Date: February 3, 2025

We are requesting Board approval for a stipend to compensate Mrs. Tammy McHenry for serving as Interim Superintendent during the search for an Interim Superintendent through the ISD.

Mrs. McHenry has assumed these responsibilities on a temporary basis, and it is recommended that she receive a stipend of \$175 per day for five (5) days, totaling \$875.

Your approval of this stipend will ensure appropriate compensation for her time and leadership during this transitional period.

Recommendation
That the Board of Education approve a stipend for Tammy McHenry for Interim Superintendent Duties, as presented.

**APPROVED AND RECOMMENDED FOR
BOARD ACTION**

Tammy m. McHenry

Tammy McHenry
Acting Superintendent

