



23033 Northline Road · Taylor, Michigan 48180-4694 · Telephone (734) 374-1200 · Fax: 734-374-2325

January 31, 2023

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Taylor High School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Principal Melissa Skopczynski for assistance.

The AER is available for you to review electronically by visiting the following web site, [Taylor High Combined Report](#), or you may review a copy in the main office at your child's school.

For the 2021-22 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a Targeted Support and Improvement (TSI) school.

Although continuous efforts were made in closing the achievement gaps within our subgroups this year, and raising our overall scores, one of the main challenges that was faced by our school the past two years has been learning loss as a result of the global pandemic. Another challenge facing our school is chronic absenteeism with students out for many days due to illness, discipline, and family needs/transition. We continue to fall below State proficiency levels looking at the data from last year's state assessments. For example, per our AER Data Report, it can be noted that for Science, the state proficiency score for 11th grade was 38% and Taylor High scored 21%. In Social Studies, the state proficiency score for 11th grade was 35.9% and Taylor High scored 17.6%. In 2021-22, 11.8% of students met or exceeded the MEAN SAT score.

During the last two years, there have been many initiatives implemented to close the academic gaps. The pandemic has unfortunately forced us to teach remotely at the beginning, prompting us to rethink how we teach, and students learn. Instructional staff implemented Google Classrooms to meet students' needs, both synchronous and asynchronous. The staff at Taylor High works together



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within all grades and subjects to ensure all students in need receive appropriate interventions. The Taylor High staff will be working hard closing the achievement gap within our subgroups through the continued use of critical thinking skills, increased positive teacher/student relationships, an increased use of skills and strategies to improve student engagement, and the use of data to affect differentiated instruction. Also, teachers receive professional development through two Building Improvement Coaches that each work formally with four teachers on a Plan-Teach-Debrief rotation each year. Teachers continue to utilize job-embedded professional development to inform their instruction.

State law requires that we also report additional information:

- Students are assigned to Taylor High by their geographical location within our district, however parents are permitted to request placement at other schools within the district as space allows. For the 2021-2022 and the 2022-23 school years, the Taylor School District has offered an out-of-district School of Choice program. Students from outside our district boundaries may apply to attend schools in our district. The student count at each school in a particular grade level at the time of enrollment will dictate which school the student will be assigned.
- Taylor High is committed to collaborative school improvement. The staff at Taylor High has focused their School Improvement efforts on establishing Taylor High School as a Professional Learning Community and rewriting our five-year plan. This plan includes goals for improving Reading, Writing, Math, Language Arts, Science and Social Studies proficiency with an emphasis on our at-risk population. Our teachers use research-based instructional strategies to achieve these goals. Our building coach has become a part of this process as well.
- You may access a copy of the district curriculum online, the principal's office, or at our Assistant Superintendent of Curriculum and Instruction's office. Core curriculum is implemented through our School Improvement Leadership Team who provides professional development when changes are made. Taylor core curriculum is in alignment with the Michigan Model. Pacing guides accompany the curriculum and describe the implementation process and timelines. Curriculum is aligned with the Common Core State Standards in the appropriate content areas and taught at the state recommended grade levels.
- Taylor High students demonstrated positive growth on the local i-Ready Reading and Math assessments. Of the students that took i-Ready in 2021-2022, 12% were on grade level in reading and 10% were on grade level in math. In 2020-21, 23% met their learning target for math and 32% met their learning target in reading. Growth was more evident on local assessments.



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- Taylor High School always looks forward to engaging with parents at parent-teacher conferences. Parents are given several opportunities to meet with staff on an ongoing basis to discuss student progress.

The chart below provides the data on our percent of students represented by parents at parent-teacher conferences for the past four years:

Parent-Teacher Conferences Attendance	Number of students represented	Percent of students represented
2019-2020	455	28%
2020-2021	300	20%
2021-2022	308	24%
2022-2023	176	11%

The number of postsecondary enrollments for Taylor High School: In the 2019-2020 school year 56 students were dual enrolled with a total of 9% of the student population. In the 2020-21 school year 58 students were dual enrolled with a total of 5% of the student population. During the 2021-2022 school year, 32 students were dual enrolled with a total of 2% of the student population.

The number of college equivalent courses offered at Taylor High: At Taylor High we have 11 AP (Advanced Placement classes that earn college credit) offerings. These classes are English 11, English 12, Government, Chemistry, Calculus, Computer Science, Economics, Physics, U.S. History, Biology, and Human Geography.

The number of students enrolled in college equivalent courses at Taylor High School is reported as follows: In the 2019-2020 school year, 196 students, approximately 13%, took college equivalent courses. In the 2020-2021 school year, 235 students, approximately 19%, took college equivalent courses. In the 2021-2022 school year, 75 students, approximately 5%, took college equivalent courses.

In the 2019-2020 school year, 35 students, approximately 12%, received scores leading to college credit. In the 2020-2021 school year, 58 students, approximately 5%, received scores leading to college credit. In the 2021-2022 school year, 82 students, approximately 5%, received scores leading to college credit.



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Taylor High School appreciates the support of parents, staff, students and community members. We are continuously working to improve and will continue to build on our recent success. The challenges of education today are many, but the THS Team is working to meet and overcome those challenges. We will continue to work to provide our students with the skills necessary to be successful.

Sincerely,

Melissa Skopczynski
Principal
Taylor High School