



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

January 15, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 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 Richard Klee 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 principal's office at your child's school.

For the 2019-20 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. 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 school.

Although continuous efforts were made in closing the achievement gaps within our subgroups this year, and raising our overall scores, the main challenge that was faced by our schools this past year has been the global pandemic. State assessments were waived so we do not have any state assessment data to refer to from the 2019-20 school year. Our instructional staff worked extremely hard to provide engaging opportunities for our students during this challenging time, all the while, moving to a remote classroom environment.

In the 2020-21 school year, there have been many initiatives implemented to close the academic gaps. The pandemic has unfortunately forced us to teach remotely 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 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



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use of skills and strategies to improve student engagement, and the use of data to affect differentiated instruction. Also, teachers receive professional development through a Building Improvement Coach that works 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 2019-20 and 2020-21 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 counts 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 performed well on the local NWEA assessments. The final diagnostic in Spring 2020 was not administered due to the pandemic so the following scores are from Fall 2019 to Winter 2020. Overall, 9th grade students had a one-point RIT growth in math through February 2020 compared to 6 points in 2018-19. 10th grade students also had a one-point RIT growth in math compared to five points in 2018-19. 11th grade students had a two-point RIT growth compared to five points in 2018-19. 12th grade students had a zero point RIT growth compared to one-point RIT growth in 2018-19. Overall, in reading, 9th grade students had four points of RIT growth compared to five points in 2018-19. 10th grade



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students also had four points of RIT growth, which equaled their growth from 2018-19. 11th grade students had three points of RIT growth in reading compared to zero points in 2018-19. 12th grade students had a four-point RIT growth compared to a negative one-point growth in 2018-19. Growth was only able to be identified on local assessments due to students not taking the state assessment because of the pandemic.

- 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 three years:

Parent-Teacher Conferences Attendance	Number of students represented	Percent of students represented
2019-2020	455	28%
2020-2021	300	20%

The number of postsecondary enrollments for Taylor High School: The number of students dual enrolled for the 2018-2019 was 64 students approximately 9% of the total student population. In the 2019-2020 school year 56 students were dual enrolled with a total of 9% of the student population.

The number of college equivalent courses offered at Taylor High: At Taylor High we have ten AP (Advanced Placement classes that earn college credit) offerings. These classes are English 11, English 12, Government, Chemistry, Calculus, Computer Science, Economics, U.S. History, Biology, and Human Geography. This number increased by one from the previous year with the addition of Human Geography.

The number of students enrolled in college equivalent courses at Taylor High School is reported as follows: In the 2017-2018 school year, 343 students, approximately 22% took college equivalent courses. In the 2018-2019 school year, 291 students, approximately 18% took college equivalent courses. In the 2019-2020 school year, 196 students, approximately 13% took college equivalent courses.



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In the 2018-2019 school year, 54 students, approximately 18% received scores leading to college credit. In the 2019-2020 school year, 35 students, approximately 12% received scores leading to college credit.

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,

Richard Klee
Principal
Taylor High School