



School Annual Education Report (AER) Cover Letter

April 23, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Taylor Preparatory 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 the Principal at 313-668-2100 for assistance.

The AER is available for you to review electronically by visiting the following web site https://www.mischooldata.org/AER2018/CombinedReport2.aspx?Common_Location=1-S,13005,1871,119&Common_LocationIncludeComparison=False&Portal_InquiryDisplayType=None, or you may review a copy in the school's main office.

For the 2016-17 school year, schools were identified using new 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 three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school has not been given one of these labels.

Taylor Prep continues to work to address proficiency levels in math and reading. Several initiatives have been put in place in order to meet the needs of students. We have also infused a co-teaching model for all 9th grade math and reading courses. This has allowed two certified teachers to deliver instruction and assist students. We have also implemented concentrated classes; these have fewer students that allow more direct instruction and allow the teacher to target specifically lacking learning skills. We have also increased after school support staff that assist in tutoring. In addition to tutoring, support staff serve the role as academic coaches and target at risk students and monitor their progress. The school has also have infused various hands on technology to make sure math skills are shown as relevant. As Taylor Prep has identified these challenges and have also implemented school wide assistance. Most classes include

reading standards that are measured. Taylor Prep has also hired Academic Specialist who worked with academic coaches and students to increase the success of students.

State law requires that we also report additional information for the two most recent years:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2016-17

Same as 2015-16 (described below).

2015-16

Taylor Prep is a state-funded, public school academy. Therefore, there is no cost to attend Taylor Prep. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan.

By law, Taylor Prep cannot restrict enrollment based on selection criteria. Taylor Prep can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery will determine who attends the school.

Taylor Prep's open enrollment period is from the first day of the current school year until 5:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the close of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for all grade levels. Names are randomly drawn until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to reenter the random selection process. However; they will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must resubmit an application for the following school year during the next open enrollment period.

In order to accommodate parents who have more than one child eligible for enrollment, siblings of accepted and currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available.

Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

2016-17

Same as 2015-16 (described below).

2015-16

Taylor Prep continues to focus on language usage, reading, and math as goals for school improvement, specifically attempting to increase the number of proficient students as measured by PSAT, SAT, NWEA and school formative assessments. The administration and teachers continue to utilize NWEA assessments three times annually to identify where students are struggling and to help develop lesson plans to meet the specific needs of students. Professional development has been provided on NWEA and future professional development will be dedicated to analyzing NWEA results and developing lessons and curriculum to meet the needs of students. In conjunction with professional development, the school uses paraprofessionals and academic specialists to work with students with the most need in the building.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2016-17

Same as 2015-16 (described below).

2015-16

Taylor Preparatory High school was authorized by Grand Valley State University to begin its first year of operation in September of 2013. The school is managed by PrepNet, LLC. Taylor Prep is a full college preparatory high school serving grades 9-10 in 2013-14, growing to grades 9-12 in 2015-16. The PrepNet curriculum used by Taylor Prep is designed to not only prepare students to meet the State of Michigan's High School Content Expectations, but also to meet the rigorous expectations of the College Board's Advanced Placement curricula.

Taylor Prep has built its program based on the following core values:

Rigor: Our graduates will complete AP coursework and earn college acceptance. Our graduates will read well, write clearly and coherently, study effectively, reason soundly, and question thoughtfully. End of term comprehensive exams covering the essential learning in each core subject will determine advancement to the next level. We will give students multiple opportunities to learn and demonstrate their accomplishments.

Relevance: We will lead students toward rigorous learning by posing essential questions and developing knowledge, skills and understanding that can be transferred and applied to realistic tasks and real world settings. We endeavor to bring curiosity, challenge, pleasure, and a

sense of accomplishment into our students' lives. Everything taught at our school endeavors to be a life-long skill, whether it be literary, linguistic, athletic, artistic, scientific, mathematical or historical.

Relationships: To succeed in our mission, we need the students' parents' active partnership and agreement with the school mission, which includes a personal commitment to serious academic challenge. Parents will take an active role in their child's education by providing basic needs so their child is ready to learn. By learning values and good work ethics at home, students will be prepared to succeed at school. Mutually respectful and cooperative in school and community, parents and staff will work together with the vision of helping students become productive members of Taylor Preparatory High School and society. Administrators, teachers and counselors will be visible and accessible to students.

Responsibility and Moral Focus: Our curriculum will include service learning opportunities and completion of community service projects. We encourage students to be accountable for their actions, and to be guided by the values of being respectful, truthful and ethical. Students at Taylor Prep understand that learning requires effort and hard work. Through their sense of good values, positive behavior, and moral conscience, they will hold themselves accountable for their actions. Students will have a true sense of direction, with goals and potential college and career paths clearly established. Staff will be competent, compassionate, consistent, considerate, accountable and empowered.

Special School Features: The program of study at Taylor Prep is designed to ensure each graduate:

- Successfully completes a minimum of two AP classes
- Makes successful application to college
- Completes 60 hours of community service

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2016-17

Same as 2015-16 (described below).

2015-16

To access a copy of the Taylor Prep standards for graduation, please use the following URL: <http://taylorprephs.com/academic-life/curriculum/>

To access a copy of the Michigan High School Content Expectations (HSCE), please use the following URL: http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

Our goal of preparing students for college success requires us to think beyond the State High School Content Expectations as we develop and then refine our curricula. Our goal is to graduate students who have experienced academic excellence and have acquired the knowledge

and skills necessary to be successful in college. Thus, in each core content area, we start with the end in mind: college level work as outlined in the Advanced Placement courses. We then plan backwards, asking ourselves what foundation our students will need to be successful in these college-level courses.

We began developing our curriculum by examining the Michigan High School Content Expectations (HSCE). In each core subject offered at each grade level, HSCE standards are identified, sequenced and targeted for each unit of instruction.

Teachers created their lesson plans to reflect appropriate HSCE in order to maximize learning time and ensure alignment of instruction to the MI framework. All students were expected to reach the HSCE standards; however, accommodations were sometimes necessary to maximize learning opportunities for all students. This support came through classroom differentiation, in-class support services, targeted programmatic resources, out of class intervention, and out of school instructional opportunities—all of which were designed to accelerate student growth trajectory.

In addition to the MI framework, English classes align instruction with the national College Board Standards for College Success, and all core subjects align instruction with the Advanced Placement Course expectations. We also have integrated a Moral Focus program into our advisory classes and humanities courses. The Moral focus program is designed to support parents' efforts to teach character at home by reinforcing and modeling universal human virtues such as compassion, respect and integrity. Additionally, teachers model behavior that exemplifies the virtue and recognize that behavior in students when they do the same.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

Taylor Preparatory High School administers the NWEA MAP assessment three times per year (fall, winter, spring) to all 9th and 10th grade students. The MAP is a computer-adaptive norm-referenced test benchmarked to national grade-level cohorts. The objective of the assessment is to measure cohort baseline proficiency and growth relative to their peers nationally.

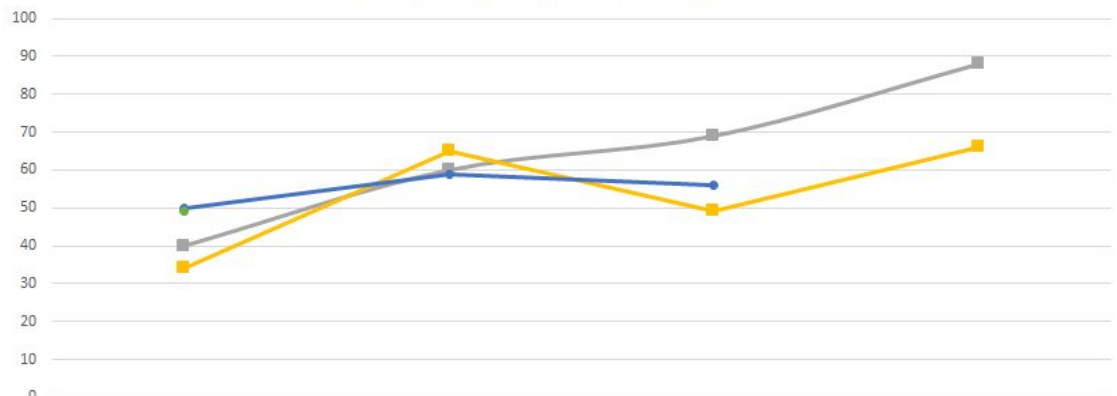
The charts below depict the progress of current and recent 9th and 10th grade cohorts in Reading, Language Usage, and Mathematics:

Taylor Prep Reading - NWEA National Percentile

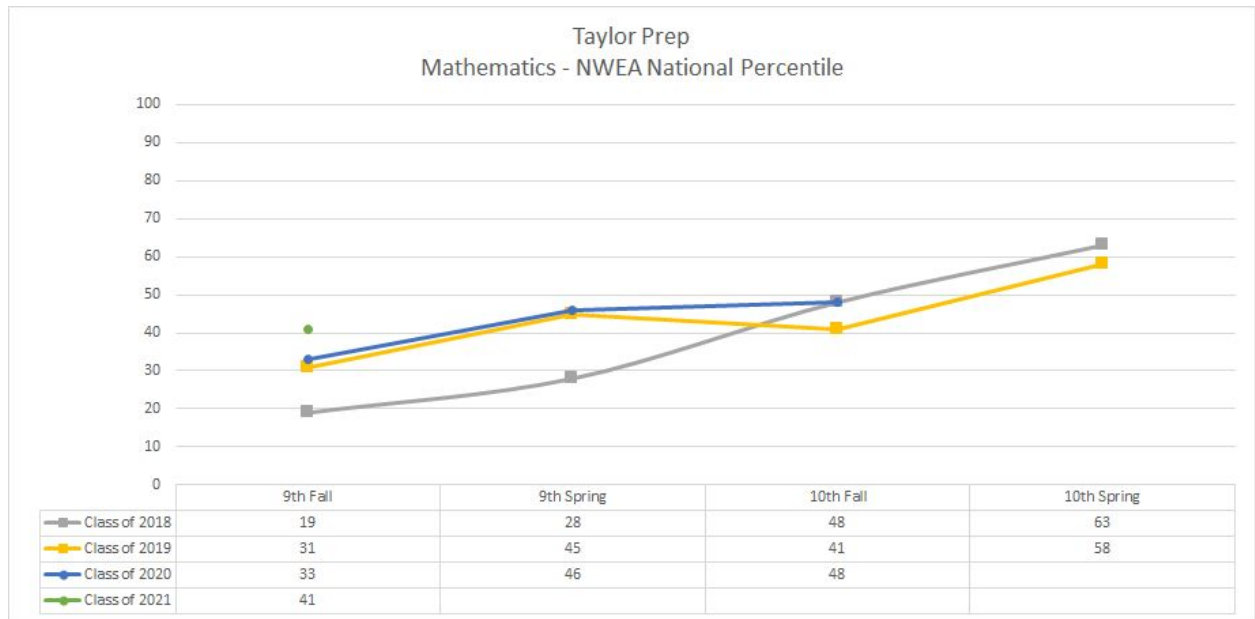


	9th Fall	9th Spring	10th Fall	10th Spring
Class of 2018	29	50	67	84
Class of 2019	31	67	42	71
Class of 2020	40	64	51	
Class of 2021	50			

Taylor Prep Language Usage - NWEA National Percentile



	9th Fall	9th Spring	10th Fall	10th Spring
Class of 2018	40	60	69	88
Class of 2019	34	65	49	66
Class of 2020	50	59	56	
Class of 2021	49			



6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2016-17

Taylor Prep had 150 students represented at Parent-Teacher Conferences, representing 50% of the student population.

2015-16

Taylor Prep had 138 students represented at Parent-Teacher Conferences, representing 45% of the student population.

7. FOR HIGH SCHOOLS ONLY ALSO REPORT ON THE FOLLOWING:

a. THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT)

2016-17

Taylor Prep had 1 students in dual enrollment.

2015-16

Taylor Prep had no students in dual enrollment.

b. THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB)

2016-17

Taylor Prep offered 12 Advanced Placement (AP) courses.

2015-16

Taylor Prep offered 9 Advanced Placement (AP) courses.

- c. THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB)

2016-17

Taylor Prep had 163 students enrolled in Advanced Placement (AP) courses, representing 42% of the student population.

2015-16

Taylor Prep had 61 students enrolled in Advanced Placement (AP) courses, representing 20% of the student population.

- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT

2016-17

Taylor Prep had 28 students receive a score leading to college credit (3 or higher) on the AP Exam, representing 17% of students enrolled in an AP course.

2015-16

Taylor Prep had 16 students receive a score leading to college credit (3 or higher) on the AP Exam, representing 26% of students enrolled in an AP course

Thank you for an amazing 2016-2017 school year. We take pride in the amazing work accomplished by our staff and students. We will continue to improve in all areas and look forward to another rewarding and successful year.

Sincerely,



Erica Sharp
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