



**Redford Union High School**  
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Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Redford Union 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 Judy Nachman, Principal, for assistance.

The AER is available for you to review electronically by visiting the following web site [www.redfordu.k12.mi.us](http://www.redfordu.k12.mi.us), or you may review a copy in the main office at Redford Union High School.

The Michigan Department of Education (MDE) has released the latest accountability results and support designation for Redford Union High School. In an effort to build a culture of continuous improvement and to progress toward meeting long-term school performance goals while satisfying the requirements of Every Student Succeeds Act (ESSA), schools have been given the designations of Additional Targeted Support and Improvement (ATS) or a Comprehensive Support and Improvement School (CSI).

Redford Union High School has been designated as an ATS school. An ATS Schools identified as an ATS school have at least one subgroup of students performing at or below the lowest performing 5% of schools in the Michigan School Index System. Redford Union High School received the ATS designation because our subgroup of students with disabilities met the above criteria.

Our school has several key challenges to overcome. Among these challenges are meeting the 95% required graduation rate and raising our proficiency rates in all content areas. We began many exciting initiatives during the 2017-2018 school year to address our graduation rate. RUHS has focused on

college and career awareness and readiness. Through a grant offered from MCAN we were able to hire a College Advisor. Through the efforts of the advisor all of our seniors have had the opportunity to apply to at least one college or post-secondary institution and approximately 72% have received college acceptance letters. Our advisor has worked as a liaison between the high school and the post-secondary institutions, helped students through the application process and registration, provided college tours, and worked with parents on financial aid. This laser focus on college has provided encouragement and motivation to reach the finish line. All of our ninth-grade students also took a College Seminar class where they focused on soft skills necessary for success in high school and beyond. All of the students in this class had an opportunity to earn one college credit.

In efforts to close our achievement gap and raise proficiency our school has continued with its efforts in moving to a Standards Based Grading System. We are laser focused on the standards that we need to teach, designing assessments aligned to the standards, assessing students on the standards, and re-teaching standards that the students have not mastered. We have started redesigning our gradebooks to align with standards, not assignments. This provides students, teachers, and their parents accurate information on what students know and don't know. We are also in the application phase to become an International Baccalaureate (IB) candidate school. As an IB school we will be provided with an instructional and curricular framework designed for mastery of the standards. Students will receive project and inquiry based instruction allowing for more engagement.

A key initiative is the implementation of our Early College and Careers program. We are excited to offer students the opportunity to earn an Associate's Degree or Vocational Certificate while in high school. It is our hope that students will be inspired by these new opportunities that break away from the traditional high school setting and motivate them to attend school and work toward completion.

Another key challenge our school faces is student attendance. About 41% of our students are chronically absent from school. Students who are identified as chronically absent have missed at least 10% or more school days. To meet this challenge Redford Union High School has employed a part-time attendance liaison to identify chronically absent students, make home visits to families, direct families to support services, make truancy referrals, and track overall attendance. Our district has partnered with our neighboring district to initiate a township-wide attendance campaign throughout the community. An attendance protocol has been developed with clearly defined

stakeholder roles and processes that align with multi-tiered systems of support (MTSS).

State law requires that we also report additional information:

**1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL:**

As Redford Union High School is the district's only traditional high school, all students, except for those attending the day treatment program, alternative education program, or a virtual academy are assigned to the high school.

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

Redford Union High School is completing the 3rd year of our school improvement plan. We completed our five-year cycle in the 2015-16 school year and received accreditation in February 2016.

**3. 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:**

Our core curriculum documents are available for review within each of our classrooms and our district offices. Our district curriculum is framed by the grade level and content expectations along with the Michigan State Standards. The state standards are also available for review on the state of Michigan website at [www.michigan.gov/mde](http://www.michigan.gov/mde). We continually review and refine our core curriculum documentation and instructional practices with our staff and stakeholders. Implementation in the classroom setting is supported by teachers and evaluated by administration.

**4. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS:**

Please refer to the following website, [www.mischooldata.org](http://www.mischooldata.org), to view Redford Union High School's combined data report. A copy of this report is also available on our school's website under the Annual Education Report tab.

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

We offer parent teacher conferences two times per year, at varying times of the day. Parental attendance remains low but is slightly up

from the previous year. Approximately 49% of students were represented at fall conferences. We encourage all parents and families to be actively engaged in our school.

**6. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:**

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

During the 2017-2018 school year approximately 6% of our students enrolled in dual enrollment courses.

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

During the 2017-18 school year Redford Union High School offered three AP courses, AP Chemistry, AP Language Composition, AP Lit and Composition, and AP Government. Students were also enrolled in college courses through our Early College Program.

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

During the 2017-18 school year approximately 80 (9%) students were enrolled in AP coursework

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

7 students earned a score leading to college credit on the most recent AP test cycle (May 2017). Another 35 students earned college credit through dual enrollment.

The staff and administration look forward to continuing our partnerships with our students and their families. Our goal is to help all of our students achieve their goals. We are excited about the direction our school and district are heading and our cognizant of the challenges that face us. We recognize the importance of staff, students, and community working in collaboration as we embark on exciting new opportunities and overcome our challenges.

Sincerely,

Mrs. Judy Nachman, Principal Redford  
Union High School