



Veritas Alternative Ed
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Katy Jain, Program Coordinator

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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 the Veritas. 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 Katy Jain, Program Coordinator, for assistance.

The AER is available for you to review electronically by visiting the following web site <https://www.redfordu.k12.mi.us/district/aer/> or you may review a copy in the main office at your child's school.

For the 2017-18 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 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 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

As an alternative education program, Veritas faces several challenges including attendance rates and academic achievement rates. Many students arrive at Veritas with a history of poor attendance and poor academic achievement. Many have low skills in math, reading, and writing. They also are behind in credits after failing multiple courses their previous schools.

To combat these poor attendance rates and academic achievement rates, Veritas uses a number of strategies and initiatives. All students have access to free credit

recovery courses and free tutoring. Students also have access to our Alternative Ed Specialist and licensed social worker on a daily basis. Our small class sizes allow for our teachers to catch students who are falling behind quicker and teachers work together to help students get caught up where necessary. Teachers act as advocates and mentors to students in regards to their performance in classes other than their own. As noted last year, Veritas continues to use Restorative Practices and follow the district's attendance initiative as further ways to help students change behaviors and succeed.

State law requires that we also report additional information:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Veritas through an application and interview process. After students apply, they must have an interview with the Program Coordinator and/or the Alternative Ed Specialist to determine if they are a good fit for the program. Behavior history and transcripts are also reviewed during this interview. A small number of students are also referred to Veritas from Redford Union High School. Those students also complete the interview process to ensure the program is appropriate.

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

Veritas is in its 5th year of its school improvement plan. While we are still implementing the plan, with the addition of a new Alternative Education Director, this plan is being reviewed and updated this year.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Redford Union Schools offers a Day Treatment High School Program for students with emotional impairments. There is also a Social-Emotional Learning program called Second Chance that is available through Redford Union Schools for students who need targeted help in social and emotional learning.

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

All teaching staff follow the curriculum model provided by the State of Michigan and is transitioning to use of the Common Core Standards. A copy of this curriculum can be accessed on line at <http://www.michigan.gov/mde>. In addition, a copy of the curriculum can be reviewed at the school office.

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

Please refer to the following website, www.mischooldata.org, to view the combined data report for Veritas. A copy of this report is also available on our school's website under the Annual Education Report tab.

6. 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. Our Alternative Education Waiver also allows us to offer individual conferences for those parents who cannot make the prearranged times in the fall and spring. These individual conferences are on Fridays and take place throughout the school year on a regular basis. Parental attendance remains low at conferences. Approximately 8% of students were represented at fall conferences and approximately 7.9% were represented at spring conferences. Continued effort will be placed on getting parents actively engaged in our school.

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

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

To date, Veritas Alternative Ed does not have and has not had any students who are dual enrolled in a post-secondary institution.

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

Due to limited staffing and a population of at-risk students, no college equivalent courses are offered. Therefore, no results are available for students in college equivalent courses.

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

Veritas does not currently have any students enrolled in college equivalent courses such as AP and IB courses.

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

Veritas does not have any students receiving a score leading to college credit.

As we approach the 2017-18 school year, the staff and administration look forward to working in partnership with our students to help them achieve their educational

goals. While we are pleased for the goals already attained, we are working continuously to improve. We recognize the importance of the staff, students and community working in collaboration and we appreciate your support.

Sincerely,

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