



School Annual Education Report (AER) Cover Letter

February 9, 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 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://bit.ly/3hK5a0B>, or you may review a copy in the main 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 has not been given one of these labels.

We are very proud of the accomplishments of our students, staff and community. As a college-prep high school, we must ensure that we push students to achieve beyond proficient in College Career Readiness standards. While we are pleased to have reached these accomplishments, we are continuously working to improve. The

key challenge for the school is to continue to work smartly at successfully providing a challenging college-prep curriculum for all students that is aligned to college-readiness standards and the SAT. Working together parents, teachers and administrators can provide a quality educational experience ensuring students of Taylor Prep are well-rounded and college-ready.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

2019-20

Same as 2018-19 (described below)

2018-19

Taylor Preparatory High School 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

2019-20

The global SARS-CoV-2 coronavirus pandemic disrupted the conclusion of the 2019-20 school year, with a statewide closure of schools to in-person instruction as of March 16, 2020. The school implemented a Continuity of Learning Plan upon the resumption of virtual learning on April 20. The school adopted an Extended COVID-19 Learning Plan in August which specifies learning goals - aligned to the charter contract goals - for the 2020-21 school year in a hybrid/remote learning model.

2018-19

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 NWEA MAP, PSAT/SAT, and M-STEP, as well as, school formative assessments. The administration and teachers continue to utilize NWEA MAP assessments three times annually to identify where students are struggling and to help develop lesson plans to meet the specific needs of students. The PrepNet curriculum is aligned to SAT standards to prepare students with the knowledge and skills needed for college and career readiness. M-STEP data is analyzed from year to year to identify curriculum strengths and weaknesses. Specifically, we use M-STEP data in science and social studies. 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

2019-20

Same as 2018-19 (described below).

2018-19

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 opened its doors to 9th and 10th grade students, and added a new grade each year, becoming a full college preparatory high school serving grades 9-12 in the fall of 2015. 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 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

2019-20

Same as 2018-19 (described below).

2018-19

Links to the pages where standards/expectations can be found in the following paragraph.

To access a copy of the Taylor Prep standards for graduation, please use the following URL:

<https://www.prepnetschools.com/schools/taylor-preparatory-high-school/en/Our-Curriculum>

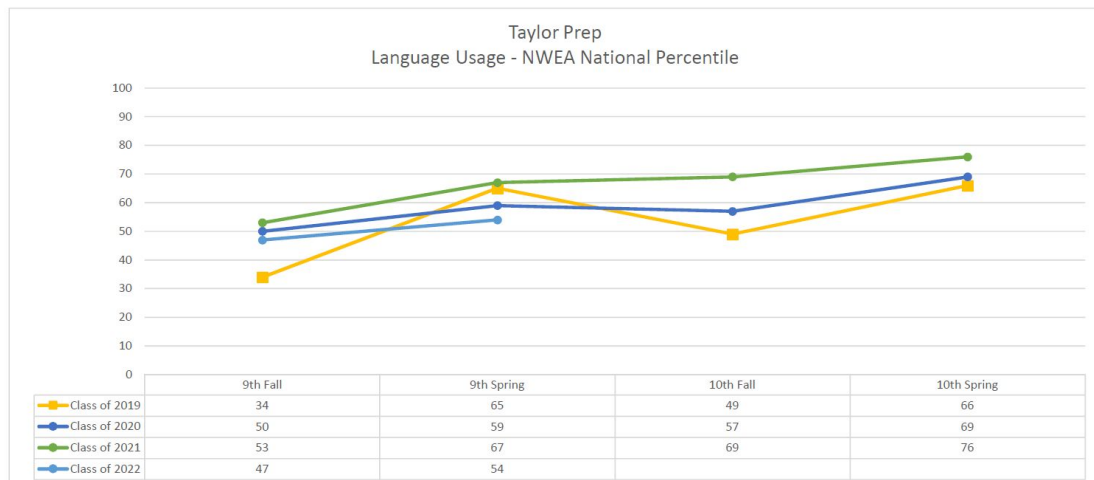
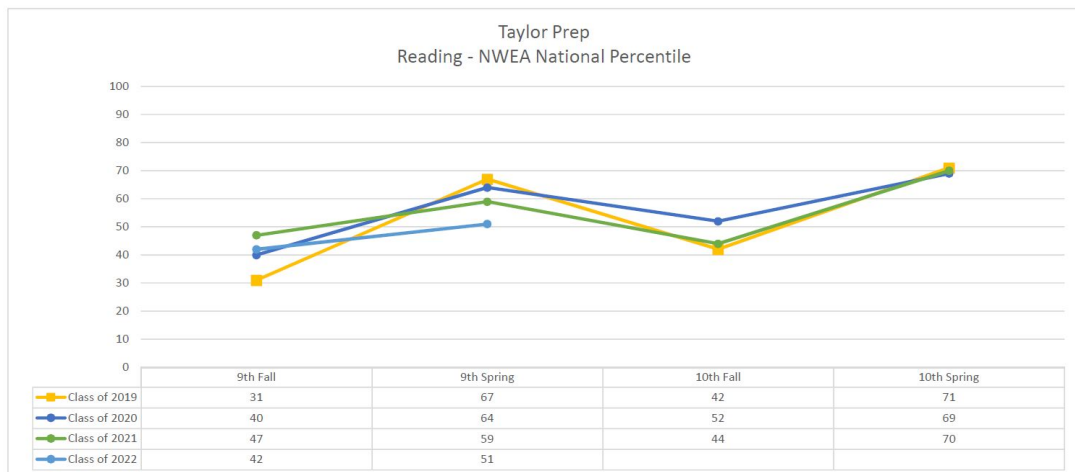
To access a copy of the Michigan High School Content Expectations (HSCE), please use the following URL:

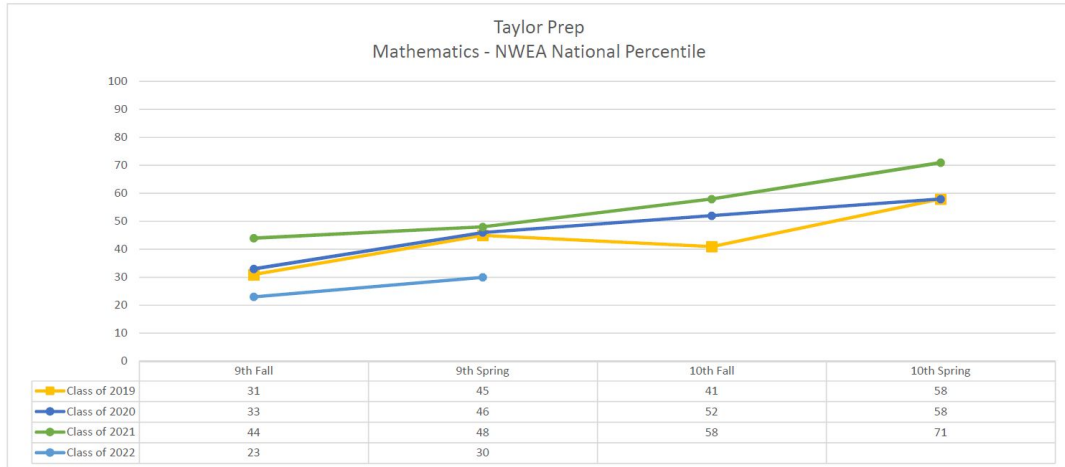
http://www.michigan.gov/mde/0,4615,7-140-28753_64839_65510---,00.html

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

Taylor Prep 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 Spring 2020 assessment was not administered due to the statewide school closure. The charts below depict cohort proficiency (national percentile) growth through the spring 2019 NWEA administration:





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

2019-20

Taylor Prep had 75 students represented at Parent-Teacher Conferences, representing 18% of the student population.

2018-2019

Taylor Prep had 108 students represented at Parent-Teacher Conferences, representing 25% of the student population.

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

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

2019-20

Taylor Prep had 37 students in dual enrollment, representing 9% of the student population. The 2019-20 school year was the first year of the Early College Program in partnership with Wayne County Community College District; students in the program will complete a total of five years of study to earn a high school diploma and an Associate's degree, up to 60 transferable college credits, or the MEMCA Certificate.

2018-19

Taylor Prep had 4 students in dual enrollment, representing 1% of the student population.

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

2019-20

Taylor Prep offered 9 Advanced Placement (AP) courses.

2018-19

Taylor Prep offered 11 Advanced Placement (AP) courses.

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

2019-20

Taylor Prep had 203 students enrolled in Advanced Placement (AP) and/or college courses (dual enrollment or Early College Program), representing 50% of the student population. The 2019-20 school year was the first year of the Early College Program in partnership with Wayne County Community College District; students in the program will complete a total of five years of study to earn a high school diploma and an Associate's degree, up to 60 transferable college credits, or the MEMCA Certificate.

2018-19

Taylor Prep had 201 students enrolled in Advanced Placement (AP) courses, representing 46% of the student population.

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

2019-20

Taylor Prep had 33 students earn a score leading to college credit (3 or higher) on the AP Exam, representing 32% of students enrolled in an AP course.

2018-19

Taylor Prep had 201 students enrolled in Advanced Placement (AP) courses, representing 46% of the student population.

The Taylor Prep community should be proud of the academic accomplishments for the 2019-2020 school year, which concluded in a manner unprecedented in living memory. Despite the pandemic, parents, teachers and administrators will strive together for excellence and deliver on the mission to prepare each student for college success. As we move forward into another unprecedented school year, we will continue to educate,

support, and guide students through a few of the most exciting and impressionable years of their lives.

Sincerely,

Danielle Carlson,
Principal

Annual Education Report Taylor Preparatory High School (01380)

High School Graduation: Four-Year Adjusted Cohort Rate

| Student Group | Baseline Data (2016) | Most Recent Results (2019) | Interim Objective (2020) | Interim Objective (2022) | Long-Term Target (2025) |
|---|----------------------|----------------------------|--------------------------|--------------------------|-------------------------|
| All Students | 79.79% | 94.38% | 86.30% | 89.56% | 94.44% |
| Asian | 90.77% | <10 | 92.40% | 93.22% | 94.44% |
| Black or African American | 67.31% | 97.14% | 79.37% | 85.40% | 94.44% |
| Hispanic of Any Race | 72.07% | <10 | 82.01% | 86.99% | 94.44% |
| Native Hawaiian or Other Pacific Islander | 76.67% | <10 | 84.57% | 88.52% | 94.44% |
| Two or More Races | 74.74% | <10 | 83.50% | 87.88% | 94.44% |
| White | 83.48% | 91.89% | 88.35% | 90.79% | 94.44% |
| Economically Disadvantaged | 67.48% | 94.03% | 79.46% | 85.46% | 94.44% |
| English Learners | 72.14% | <10 | 82.05% | 87.01% | 94.44% |
| Students With Disabilities | 57.12% | 100.00% | 73.71% | 82.00% | 94.44% |

Annual Education Report Taylor Preparatory High School (01380)

Professional Qualifications of All Public Elementary and Secondary School Teachers

| | Other | B.A. | M.A. | Ph.D. |
|--|-------|------|------|-------|
| Taylor Preparatory High School (01380) | 0 | 17 | 10 | 0 |

Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers

Inexperienced Teachers

| | Total Number of Staffing Group | Number Inexperienced | Percent Inexperienced | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|--|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Taylor Preparatory High School (01380) | 21.09 | 11.60 | 55.0% | N/A | N/A | N/A | N/A |

Inexperienced Principals and Other School Leaders

| | Total Number of Staffing Group | Number Inexperienced | Percent Inexperienced | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|--|--------------------------------|----------------------|-----------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Taylor Preparatory High School (01380) | 2.36 | 0.00 | 0.0% | N/A | N/A | N/A | N/A |

Teacher Emergency or Provisional Credentials

| | Total Number of Teachers | Number with Emergency or Provisional Credentials | Percent with Emergency or Provisional Credentials | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|--|--------------------------|--|---|----------------------------|------------------------------|---------------------------|-----------------------------|
| Taylor Preparatory High School (01380) | 21.09 | 1.10 | 5.2% | N/A | N/A | N/A | N/A |

Out-of-Field Teachers

| | Total Number of Teachers | Number of Out-of-Field Teachers | Percent of Out-of-Field Teachers | Count High-Poverty Schools | Percent High-Poverty Schools | Count Low-Poverty Schools | Percent Low-Poverty Schools |
|--|--------------------------|---------------------------------|----------------------------------|----------------------------|------------------------------|---------------------------|-----------------------------|
| Taylor Preparatory High School (01380) | 21.09 | 1.10 | 5.2% | N/A | N/A | N/A | N/A |

Annual Education Report Taylor Preparatory High School (01380)
NAEP Grade 4 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 24 | 41 | 29 | 7 |
| Male | 51 | 22 | 40 | 30 | 8 |
| Female | 49 | 25 | 42 | 28 | 5 |
| National Lunch Program Eligibility | 51 | 36 | 44 | 18 | 2 |
| Eligible | 49 | 12 | 37 | 40 | 11 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 65 | 15 | 41 | 36 | 8 |
| Black or African American | 17 | 51 | 39 | 9 | 1 |
| Hispanic | 9 | 34 | 45 | 17 | 4 |
| Asian | 3 | 9 | 32 | 37 | 22 |
| Native Hawaiian or Other Pacific Islander | ‡ | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 5 | 29 | 42 | 22 | 7 |
| Student classified as having a disability | 11 | 60 | 29 | 10 | 1 |
| SD | 89 | 19 | 42 | 31 | 7 |
| Not SD | | | | | |
| Student is an English Language Learner | 10 | 37 | 46 | 14 | 2 |
| ELL | 90 | 22 | 40 | 31 | 7 |
| Not ELL | | | | | |

‡ Reporting Standards not met. Note: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Taylor Preparatory High School (01380)
NAEP Grade 8 Math

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 32 | 68 | 31 | 9 | |
| Male | 51 | 33 | 67 | 31 | 10 |
| Female | 49 | 31 | 69 | 31 | 7 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 4 | 48 | 52 | 16 | 3 |
| Not Eligible | 55 | 19 | 81 | 43 | 13 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 70 | 25 | 75 | 37 | 11 |
| Black or African American | 15 | 64 | 36 | 9 | 1 |
| Hispanic | 8 | 41 | 59 | 16 | 2 |
| Asian | 3 | 14 | 86 | 52 | 21 |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Native Hawaiian or Other Pacific Islander | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | 4 | 39 | 61 | 24 | 4 |
| Student classified as having a disability | | | | | |
| SD | 10 | 75 | 25 | 5 | 0 |
| Not SD | 90 | 27 | 73 | 34 | 9 |
| Student is an English Language Learner | | | | | |
| ELL | 6 | 60 | 40 | 8 | 1 |
| Not ELL | 94 | 30 | 70 | 32 | 9 |

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education. Institute for Education Sciences. National Center for Education Statistics. National Assessment of Educational Progress (NAEP) 2019 Mathematics Achievement.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Taylor Preparatory High School (01380)
NAEP Grade 4 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 36 | 64 | 32 | 7 |
| Male | 51 | 40 | 60 | 28 | 6 |
| Female | 49 | 32 | 68 | 36 | 9 |
| National Lunch Program Eligibility | 53 | 49 | 51 | 20 | 3 |
| Eligible | 47 | 21 | 79 | 45 | 13 |
| Not Eligible | ‡ | ‡ | ‡ | ‡ | ‡ |
| Info not available | | | | | |
| Race/Ethnicity | | | | | |
| White | 65 | 29 | 71 | 37 | 9 |
| Black or African American | 18 | 58 | 42 | 15 | 2 |
| Hispanic | 9 | 50 | 50 | 18 | 2 |
| Asian | 3 | 18 | 82 | 44 | 15 |
| ‡ | ‡ | ‡ | ‡ | ‡ | ‡ |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| 5 | 33 | 67 | 35 | 8 | |
| Native Hawaiian or Other Pacific Islander | | | | | |
| Two or More Races | | | | | |
| Student classified as having a disability | 10 | 74 | 26 | 10 | 1 |
| SD | 90 | 31 | 69 | 34 | 8 |
| Not SD | | | | | |
| Student is an English Language Learner | 11 | 57 | 43 | 14 | 3 |
| ELL | 89 | 33 | 67 | 34 | 8 |
| Not ELL | | | | | |

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Taylor Preparatory High School (01380)
NAEP Grade 8 Reading

| | Percent of Students | Percent below Basic | Percent Basic | Percent Proficient | Percent Advanced |
|---|---------------------|---------------------|---------------|--------------------|------------------|
| All Students | 100 | 27 | 73 | 31 | 3 |
| Male | 51 | 32 | 68 | 26 | 2 |
| Female | 49 | 21 | 79 | 37 | 3 |
| National Lunch Program Eligibility | | | | | |
| Eligible | 47 | 39 | 61 | 19 | 1 |
| Not Eligible | 52 | 15 | 85 | 43 | 4 |
| Info not available | ‡ | ‡ | ‡ | ‡ | ‡ |
| Race/Ethnicity | | | | | |
| White | 70 | 22 | 78 | 35 | 3 |
| Black or African American | 15 | 48 | 52 | 12 | 0 |
| Hispanic | 8 | 36 | 64 | 22 | 1 |
| Asian/Native Hawaiian or Pacific Islander | 3 | 14 | 86 | 56 | 6 |
| American Indian or Alaska Native | ‡ | ‡ | ‡ | ‡ | ‡ |
| Two or More Races | ‡ | ‡ | ‡ | ‡ | ‡ |
| Islander | 4 | 23 | 77 | 40 | 5 |
| Student classified as having a disability | | | | | |
| SD | 11 | 71 | 29 | 5 | 0 |
| Not SD | 89 | 21 | 79 | 35 | 3 |
| Student is an English Language Learner | | | | | |
| ELL | 6 | 57 | 43 | 6 | 0 |
| Not ELL | 94 | 25 | 75 | 33 | 3 |

Rounds to zero

‡ Reporting Standards not met. NOTE: Observed differences are not necessarily statistically significant. Detail may not sum to total because of rounding. SOURCE: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2019 Reading Assessment.

Regardless of location selected, data are displayed at the state level only.

Annual Education Report Taylor Preparatory High School (01380)

NAEP Participation Data

| Grade | Subject | Participation Rate for Students with Disabilities | Standard Error | Participation Rate for Limited English Proficient Students | Standard Error |
|-------|---------|---|----------------|--|----------------|
| 4 | Math | 86.9 | 2.25 | 97 | 0.97 |
| | Reading | 85.4 | 2.57 | 98 | 1.04 |
| 8 | Math | 81.9 | 2.48 | 95 | 1.79 |
| | Reading | 83.3 | 2.41 | 91 | 3.97 |

The National Assessment of Educational Progress (NAEP) is periodically administered by the U.S. Department of Education based on assessments administered to samples of students in each state. Federal regulations require the display of state level NAEP data on the Annual Education Report. These data represent the performance of the most recent sample of Michigan students on the NAEP.

Annual Education Report Taylor Preparatory High School (01380)
Sec. 1003 School Improvement Fund

| District Name | School Name | Type of School | Funds Received | Strategies Implemented |
|---------------|-------------|----------------|----------------|------------------------|
|---------------|-------------|----------------|----------------|------------------------|

No Data to Display