



**REDFORD UNION SCHOOLS**  
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February 15, 2023:

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for Redford Union School District and our schools. The AER addresses the complex reporting information required by federal and some requirements of state laws. Our staff is available to help you understand this information.

The DISTRICT AER is available for you to review electronically by visiting the following website <https://www.redfordu.k12.mi.us/district/aer/>, or you may review a copy in the main office at your child's school. Each school will also be communicating their own AER to parents directly.

These reports contain the following information:

### **Student Assessment Data**

- Includes the following three assessments: M-STEP (Michigan Student Test of Educational Progress), MI-Access (Alternate Assessment), and College Board SAT
- Presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7, and 11, compared to state averages for all students as well as subgroups of students.

### **School Accountability Data**

- Includes information on schools' performance on various measures such as student proficiency and growth on state assessments, graduation, and attendance rates. Performance is measured on 0-100 index scales
- Reports schools identified under three federally required categories for further support: Comprehensive Support and Improvement, Targeted Support and Improvement, and Additional Targeted Support

## **Educator Qualification Data**

Identifies the number and percentage of inexperienced teachers, principals, and other school leaders

- Reports teachers who are teaching with emergency or provisional credentials
- Includes teachers who are not teaching in the subject or field for which they are certified

## **NAEP Data (National Assessment of Educational Progress)**

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

## **Civil Rights Data**

- Provides information on school quality, climate, and safety

Review the table below listing our schools. For the 2022-23 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2021-22. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

<b>School Name</b>	<b>Status Label</b>	<b>Key Initiative to Accelerate Achievement</b>
Redford Union High School	Targeted Support and Improvement (TSI)	Individualized Program Tracks
Hilbert Middle School	Comprehensive Support and Improvement (CSI)	Enrichment courses in Math/ELA
Beech Elementary	Additional Targeted Support (ATS)	Teachers working in PLCs
MacGowan Elementary	No Label School	Early Reading Intervention
Stuckey Center	No Label School	Individualized Learning Plans

<b>School Name</b>	<b>Status Label</b>	<b>Key Initiative to Accelerate Achievement</b>
Veritas Alternative Education	No Label School	Alternative setting
Redford Union Virtual Learning	No Label School	Online Learning

While all of these building status labels are not what we may want to see, it is important to recognize that this is only one measure of the student outcomes within our schools. These labels do not fully reflect the ongoing efforts of our staff and our families, or even our students' own efforts, to support student (their own) learning and growth - in particular in the wake of a global pandemic. This being said, the task is clear; there is more work ahead of us to improve student learning outcomes for our students at all grade levels. Much of this work is already underway through our recent efforts to rebuild and improve our District systems in the critical areas of Teaching & Learning and Social & Emotional Learning (& Student Wellness) to support building staff. I am encouraged that as the work within these important areas continues through the efforts of our people and family partners, we will begin to see improved outcomes for a greater number of students as measured by almost any data point the State or Federal government might select.

Stay Panther Proud and Panther Strong!

Sincerely,



Jasen Witt  
Superintendent  
Title IX Coordinator