

February 13, 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 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 websites: <https://www.redfordu.k12.mi.us/district/aer/> or [www.mischooldata.org](http://www.mischooldata.org). You may also review a copy in the main office at your child's school.

For the 2021-22 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 label is given.

Our school has not been given one of these labels. It has been labeled a "Universal Supports" school.

As an alternative education program, Veritas faces many challenges including meeting the 95% required graduation rate, raising our proficiency rates in all content areas, and raising our poor attendance rates, as shown in the data. Students who typically enroll in the program are often behind in credits. Many had poor attendance in their previous school or had behaviors that interfered with their academic progress. Other students simply needed a smaller setting. There are a variety of reasons that students seek out Veritas but often they mean our students have learning gaps that they need to overcome. It is our primary focus to help students narrow those learning gaps, decrease behaviors that are roadblocks to learning, and increase daily attendance rates.

To help lower our achievement gap and raise student proficiency rates in all subject areas, we are continuing our efforts in small group instruction, tutoring, and credit recovery. All students in the program are offered free tutoring and free credit recovery programs. Class sizes are kept to 25 students or less and teachers also use ancillary staff to help facilitate small-group instruction. Students also use programs such as Edgenuity, Imagine Learning, and Khan Academy for remediation and intervention. Staff also analyzes data from NWEA testing on a regular basis to help inform instruction and to help students meet their individual academic goals.

To help increase our attendance rates, our Alternative Ed specialist monitors attendance and contacts parents when there is a concern about absences. We also offer rewards and special activities as positive incentives to those students who have good attendance and those students who have improved their attendance. We also meet with parents in what we call Student Success meetings to address concerns about attendance and/or academic achievement.

Each year, Veritas applies for a special waiver that allows us to adjust our school days to include our free credit recovery program on Fridays. This gives students dedicated time during the school week for them to focus on recovering credits. This program was developed to help those students to make progress toward graduation. Veritas also has seven class periods in a regular school day to build in an extra half credit that students can earn compared to schools with a six-hour school day. All of these initiatives are geared toward helping students who are deficient in credit recover those credits. This in turn is meant to help increase our graduation rate.

State law requires that we also report additional information. <TO HAVE THIS LETTER MEET THE STATE REQUIREMENTS, EACH SCHOOL SHOULD PROVIDE A REPORT FOR THE **TWO MOST RECENT YEARS** ON THE FOLLOWING:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Students are assigned to Veritas using an application and interview process. Students may also be referred to the program by other administrators in the district. After students apply or are referred to the program, they must meet with the Program Coordinator and/or Alternative Ed Specialist to ensure the program is appropriate for that student and a good fit.

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

Veritas is currently working with district administration on the development of building level MICIP goals and their implementation.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Veritas is an alternative education program for students who need a non-traditional educational setting. The program offers credit recovery and small class sizes to help students recover credits and build their skills. Redford Union Schools also Redford Union Schools offers a Day Treatment High School Program for students with emotional impairments.

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 the Common Core State Standards. A copy of this curriculum can be accessed online at <https://www.michigan.gov/mde>. In addition, a copy of the curriculum can be reviewed at the school office. Curriculum and course documents for courses that are offered through the online platform, Edgenuity, are also available through that portal and can be reviewed at the school office.

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

For state-level testing data, please refer to the following website, <https://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. We also offer to schedule individual conferences for those parents who cannot make the prearranged times. Parental attendance remains low at Conferences. Below are the percentages of students represented in 2020-2021 and 2021-2022.

	<b>Fall Conferences</b>	<b>Spring Conferences</b>
<b>2020-2021</b>	23%	28%
<b>2021-2022</b>	20%	23%

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 did not have any students enrolled in college equivalent courses such as AP and IB courses in the 2021-2022 school year.
  
- d. THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT  
Veritas did not have any students receiving a score leading to college credit.

The staff at Veritas look forward to working with our students, parents, and community and continuing our partnerships. It is our mission to help our students attain all of their goals and become successful citizens. While we are cognizant of the tough but important job that lies ahead, we are working continuously to improve. We recognize the importance of the staff, students, and community working in collaboration and we appreciate your continued support.

Sincerely,

*Katy Jain*

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