



School Annual Education Report (AER) Cover Letter

May 2, 2018

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 Redford Service Learning Academy campus. The AER addresses the complex reporting information required by federal and some requirements of state laws. The school's report contains information about student assessment, accountability, and teacher quality. Our staff is available to help you understand this information. Please contact Mr. Shannon Smith, for help if you need assistance.

The school's AER is available for you to review electronically by visiting the following web site: <https://goo.gl/qE5JEo> You may also review a copy in the main office.

After completing a comprehensive analysis of student assessment data at each school within our district, it is evident that our schools are confronted with gaps in achievement as they relate to the four core areas of instruction. Ongoing strategic planning to resolve these challenges is in constant progress. Implementation of strategies to bring about more positive results includes commitment to a school-wide cross curricular enriched and differentiated academic program. This approach includes, early phonic awareness, individualized reading intervention programs, Flipped classrooms, all grade level math intervention & enrichment, differentiating instruction through service learning, working to include smaller group instruction opportunities for students and implementation of a comprehensive assessment plan. We will also have incorporated the use of technology to increase student understanding across the curriculum.

Additionally, we will continue to have math and reading intervention specialists available to help students who need additional support in these areas critical learning areas.

State law requires we also report additional information. Each of the items reported below pertain to the **two most recent school years** (2015-16 and 2016-17).



1. PROCESS FOR ASSIGNING PUPILS TO SCHOOL:

Redford Service Learning Academy accepts all students within Wayne County and the surrounding areas, regardless of geographic location. When needed, we utilize a random lottery process overseen by a third party.

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

A copy of the School Improvement Plan is available at Redford Service Learning Academy. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Since high school and college readiness goes beyond academic preparedness the curriculum at each of our schools not only includes learning goals in core academic and co-curricular areas, but also includes an integrated 21st century skills component.

4. 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 Math and ELA curriculum is fully aligned to the Common Core State Standards. Michigan's content expectations can be found at:
<http://www.michigan.gov/mde/0,1607,7-140-38924---,00.html>

The Common Core State Standards can be found at:
<http://www.corestandards.org/the-standards>

A copy of the core curriculum can be obtained by parents via a written request submitted to the school administration. There are no variances from the State's model.

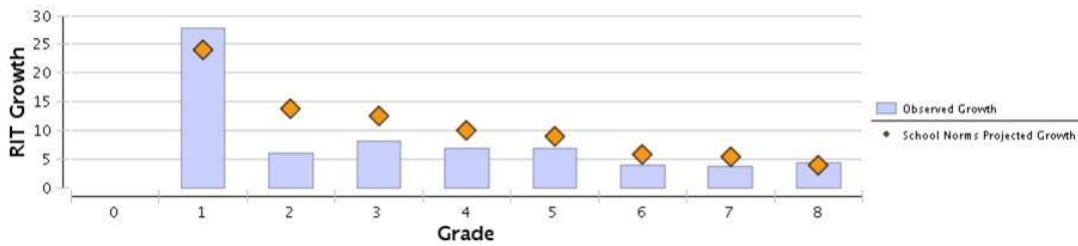


5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT

School Year 2017-2018 NWEA Local Assessment Data

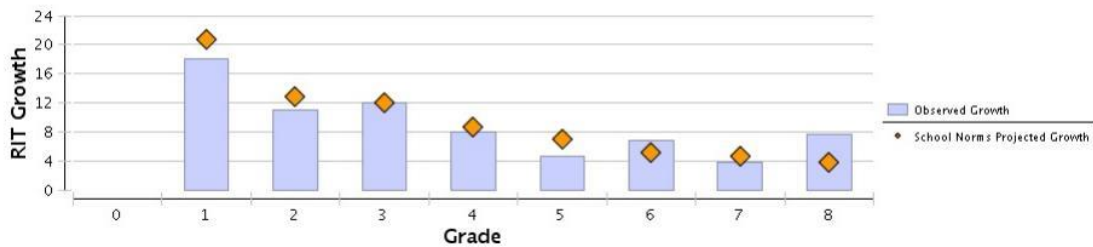
Mathematics		Comparison Periods						Growth Evaluated Against								
Grade (Winter 2018)	Growth Count†	Winter 2017			Winter 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	0	**			**			**				**				
1	31	144.4	10.6	14	172.1	12.5	38	27.7	1.7	24.1	1.40	92	31	19	61	76
2	33	171.9	10.1	37	177.9	8.3	8	6.0	1.3	13.7	-3.41	1	33	3	9	11
3	49	180.4	10.6	16	188.6	9.7	6	8.2	1.0	12.5	-2.06	2	49	9	18	21
4	32	186.4	7.8	3	193.2	9.2	1	6.8	0.8	10.0	-1.71	4	32	6	19	23
5	41	195.3	11.5	2	202.2	11.8	2	6.9	1.4	8.9	-0.94	17	41	16	39	27
6	26	201.2	9.8	2	205.2	10.1	1	4.0	1.1	5.8	-0.92	18	26	7	27	34
7	36	201.8	10.3	1	205.7	12.7	1	3.8	1.3	5.5	-0.87	19	36	13	36	32
8	28	206.7	12.1	1	211.0	14.5	2	4.3	1.1	4.0	0.14	55	28	12	43	41

Mathematics



Reading		Comparison Periods						Growth Evaluated Against								
Grade (Winter 2018)	Growth Count†	Winter 2017			Winter 2018			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	0	**			**			**				**				
1	31	144.9	7.9	13	162.9	9.8	8	18.0	1.3	20.7	-1.07	14	31	10	32	35
2	33	167.8	10.4	27	178.9	10.8	21	11.0	1.5	12.8	-0.86	19	33	14	42	39
3	49	175.8	14.2	10	187.9	12.4	12	12.1	1.5	12.1	-0.02	49	49	17	35	36
4	32	187.7	12.4	12	195.7	10.1	11	8.0	1.1	8.6	-0.48	31	32	16	50	45
5	41	196.0	13.3	12	200.7	11.6	7	4.7	1.3	7.0	-1.71	4	41	15	37	30
6	26	200.0	10.3	6	206.7	10.2	12	6.8	1.2	5.2	0.88	81	26	12	46	39
7	36	203.1	9.9	4	206.9	11.0	6	3.8	1.3	4.6	-0.52	30	36	19	53	50
8	28	201.6	14.5	1	209.2	13.8	9	7.6	2.2	3.8	2.18	99	28	17	61	83

Reading



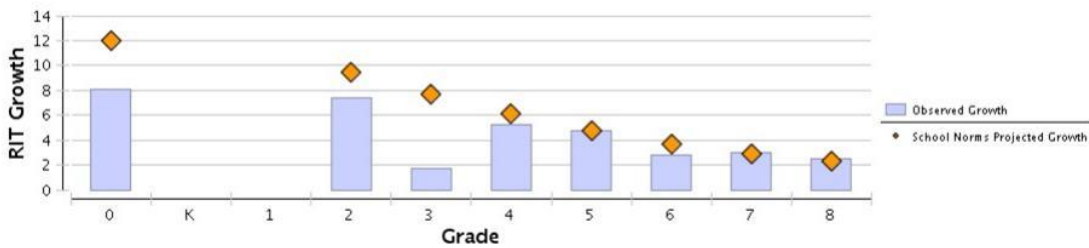


School Year 2016-2017 NWEA Local Assessment Data

Mathematics

Grade (Winter 2017)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Winter 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	38	134.8	10.3	23	142.9	11.8	9	8.1	1.2	12.0	-2.43	1	38	14	37	23
K	0	**			**			**					**			
1	0	**			**			**					**			
2	48	172.9	11.3	25	180.2	11.1	15	7.4	0.8	9.5	-1.46	7	48	13	27	29
3	46	184.2	10.0	15	185.8	9.5	2	1.7	0.7	7.7	-4.86	1	46	4	9	11
4	41	190.2	10.1	3	195.4	10.4	2	5.3	0.9	6.1	-0.75	23	41	18	44	41
5	34	195.4	11.3	1	200.1	10.2	1	4.8	1.1	4.8	-0.08	47	34	16	47	42
6	43	200.3	10.9	1	203.1	10.7	1	2.8	0.9	3.7	-0.71	24	43	13	30	35
7	40	205.5	12.2	1	208.5	11.6	1	3.0	0.9	2.9	0.09	53	40	19	48	41
8	49	212.8	12.3	6	215.3	12.9	7	2.5	0.8	2.3	0.14	56	49	23	47	44

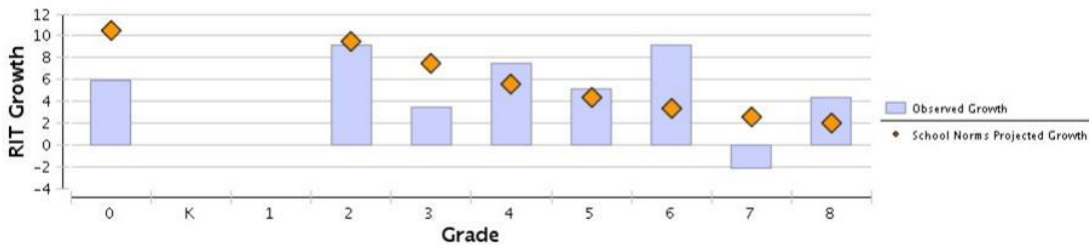
Mathematics



Reading

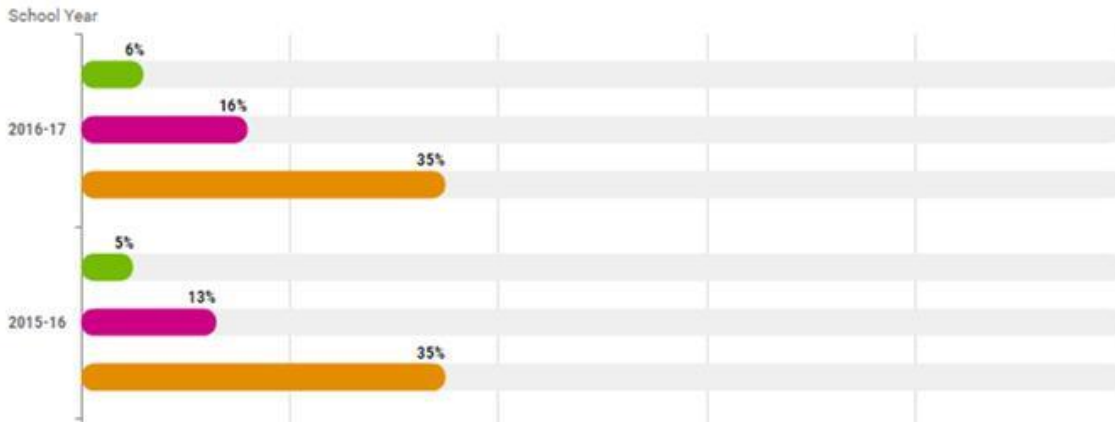
Grade (Winter 2017)	Growth Count	Comparison Periods						Growth Evaluated Against								
		Fall 2016			Winter 2017			Growth		School Norms			Student Norms			
		Mean RIT	SD	Percentile	Mean RIT	SD	Percentile	Observed Growth	Observed Growth SE	Projected Growth	School Conditional Growth Index	School Conditional Growth Percentile	Count with Projection	Count Met Projection	Percent Met Projection	Student Median Conditional Growth Percentile
0	39	138.0	7.4	31	143.9	8.9	10	5.9	0.9	10.5	-2.82	1	39	9	23	18
K	0	**			**			**					**			
1	0	**			**			**					**			
2	47	167.1	14.3	12	176.3	14.4	11	9.2	1.3	9.5	-0.24	41	47	22	47	44
3	46	182.8	14.1	21	186.3	13.2	8	3.5	1.0	7.5	-3.46	1	46	12	26	22
4	41	188.5	15.3	7	196.0	13.2	12	7.5	1.1	5.6	1.97	98	41	29	71	66
5	34	192.5	12.5	2	197.6	9.8	2	5.1	1.5	4.4	0.69	75	34	14	41	41
6	43	195.3	13.8	1	204.6	10.2	6	9.2	1.4	3.4	5.35	99	43	31	72	84
7	40	206.0	14.0	10	203.8	13.9	2	-2.1	1.6	2.6	-4.56	1	40	13	33	29
8	49	211.2	12.4	21	215.5	11.4	31	4.3	1.1	2.0	1.81	96	49	29	59	55

Reading

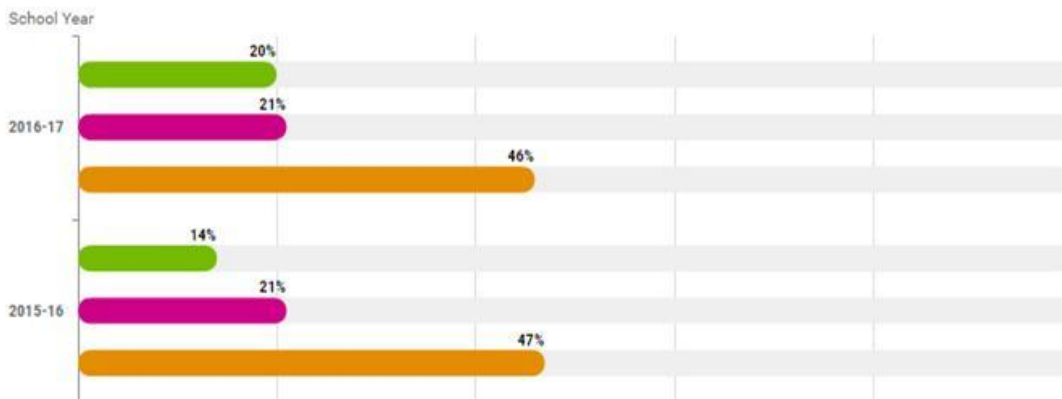




School Years 2015 & 2016 M-STEP Assessment Data Math



School Years 2015 & 2016 M-STEP Assessment Data English Language Arts



■ Redford Service Learning Academy Campus
■ Average of Similar Schools: ? by Student Demographics or by Closest 30 Schools
■ State of Michigan Average



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

2016-2017: 300 students out of 400 or 75% participation.
2017-2018: 335 students out of 420 or 80% participation.

In closing, the dedicated and dynamic staff of RSLA combined with a solid curriculum and quality instruction is meeting the needs of the students. We look forward to our continued partnership with you, our students and all of our stakeholders.

Sincerely,

Mr. Shannon
Smith
Superintendent
Detroit Service Learning District