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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 2021-22 educational progress for Clinton County RESA Educational Center. 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 Vicki O'Rourke or Renee Thelen for assistance.

The AER is available for you to review electronically by visiting the following website at [Mi School Data](#), or you may 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 2018-19. 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 2017-18. 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 2016-17. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was not given one of these labels. CCRESA provides center-based programs to students with the most significant disabilities that occur at very low rates of incidence. As a result, these students represent a small minority of students that would be typically assessed in a school district. For this reason, the number of students assessed in the various reporting categories throughout the State's Combined Report, found in the MI School Data results (referred to by the State as the AER), are reported with numbers like <10 (Less than 10) or N/A for Not Applicable. This means that anything reported with these designations cannot be validly analyzed with statistics and therefore provide no means for useful interpretation. Based on our student group being less than 10 in each group, we were not able to analyze the data school

It is the policy of the Clinton County Regional Educational Service Agency (RESA) that no discriminatory practices based on gender, race, religion, color, age, national origin, disability, height, weight, marital status, sexual orientation, political affiliations and beliefs, or any other status covered by federal, state or local law be allowed in providing instructional opportunities, programs, services, job placement assistance, employment or in policies governing student conduct and attendance. Any person suspecting a discriminatory practice should contact the Director of Special Education, 1013 South US-27, St. Johns, MI 48879, or call 989-224-6831.

wide. However, we are looking at the individual student data. Our goal again for this year is to test 100% of our eligible student population. These reports contain the following information:

Student Assessment: Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI Access (Alternate Assessment), and College Board SAT. This section 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. The report helps users to understand achievement performance within grades and schools and to make comparisons to district, state, and national achievement benchmarks.

Accountability (WAIVED. NOT AVAILABLE FOR 2021-2022 AER): The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale. Here, districts can identify how well the school and district are serving the overall academic needs of students. More information is available at MDE Accountability.

Educator Qualifications: 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 Report (2021 administration of the NAEP assessment was postponed to 2022): Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8. The NAEP (National Assessment of Educational Progress), commonly referred to as 'the Nation's Report Card,' is another important assessment tool used to determine student progress. NAEP results cannot be directly compared with M-STEP results for the same grade. There are no national standards. NAEP uses a different assessment framework from Michigan. NAEP and M-STEP define their performance level descriptions differently, and performance levels do not correspond between the two assessments. NAEP is given in the winter, M-STEP is given in the spring.

Civil Rights: This is a new federal ESSA requirement. Information is available through a linked data file and covers school environment areas like discipline, safety, and chronic absenteeism.

***NOTE:** The AER has been developed to prevent the display of data that might allow for the identification of individual student-level information. The report utilizes two sets of suppression rules.

- ***Assessment Data*** – If there is a subgroup that has less than 10 students, the entire row will show asterisks. Additional suppression is applied; for further details, please see the AER M-STEP, PSAT, SAT, and MI-ACCESS suppression rules documentation.
- ***Accountability Data (Not available for 2021-2022 AER)*** – If there is a subgroup that has less than 10 students, you will see a label of <10 in place of the data.

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CCRESA Educational Center is among schools in the State that do not have enough students available for valid analysis of their performance as a group, center programs associated with Clinton County were not provided labels. The Educational Center is not on the list of schools needing additional support.

Although the required aggregate data used for reporting results is not useful in pointing to a direction for school improvement, the center-based program in Clinton County use a data-based approach to focus on improving programs that obtain better educational outcomes for students. Full implementation of an accessible, research-based curriculum that addresses the needs of most students with significant intellectual disabilities is initiated across programs. This continues to be an area of development for best fit to our population of students. We are also continuing to implement the use of a school wide initiative on Positive Behavior Interventions and Supports (PBIS). This was rolled out according to standards promoted in partnership with Michigan's Integrated Learning and Behavior Support Initiative (MIBLSI). Appropriate personal and interpersonal behavior is an area of instruction at CCRESA, and we strive to understand and improve data-based outcomes in this area for our students.

Per the previous School Improvement process, the Educational Center has been working on the following School Improvement goals:

Goal 1: All students at the CCRESA Educational Center will demonstrate skill growth in academic and functional academic areas.

Goal 2: All students will demonstrate improved growth through improved behavior control & self-management skills.

Goal 3: Students with Severe Multiple Impairments who use wheelchairs will demonstrate measurable growth in skills using the MOVE Curriculum

Last year the Educational Center began the transition to using the [MICIP](#) (Michigan Integrated Continuous Improvement Process) School Improvement platform. Using information from data collected using the school wide initiative, Positive Behavior Interventions and Supports, the team created the following goal to implement for the 2021-22 school year:

Goal 1: Students will demonstrate improved engagement through the implementation of Schoolwide Positive Behavior Interventions and Supports.

The Educational Center is continuing to address these school improvement goals as part of the process of implementing a Multi-Tiered System of Supports (MTSS). In the past 5 years, the Educational Center has implemented a system of Schoolwide Positive Behavior Interventions and Supports (SWPBIS) as well as continuing to address implementation of Tier I academic supports. The Educational Center has implemented the Unique Learning System as the curriculum for all school age classrooms. This curriculum is aligned with the Essential Elements with Michigan Range of Complexity. We have also invested in the Connect 4 Learning curriculum for our ECSE programs. Information regarding the curriculums can be accessed in the school office or at the following links: <https://www.n2y.com/> and <https://www.kaplanco.com/c4/>. Information regarding Michigan's alternate content standards covered in the Essential Elements can be found at the following link: https://www.michigan.gov/mde/0,4615,7-140-22709_28463-18034--,00.html.

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The Educational Center had 55% of students represented by parents at parent-teacher conferences for the 2020-21 school year. Due to the attendance requirements for students who opted to attend virtually because of COVID-19, staff were required to contact families and students two times a week. This resulted in less in-person attendance at parent-teacher conferences due to the regular ongoing communication throughout the school year. Parent teacher conferences and the two-way communication for the 2020-21 school year allowed for staff to report and collaborate information addressed in the school improvement goals and on individual student growth and areas of need.

The Educational Center supports the 6 local districts in Clinton County as part of the continuum of providing special education services to students who need additional intervention. When the local districts have a student, who requires more assistance than what the local districts can provide, the districts refer students to the Educational Center to receive these additional educational supports and services. Additionally, the Educational Center provides Early Childhood Special Education programming for students ages 3-5 years old on behalf of the six local districts. The Educational Center utilizes Child Find activities required by IDEA to identify and evaluate students from birth through age 25 who may need intervention or special education services. More information regarding Child Find processes can be found at 1800earlyon.org for children birth to age 3 and buildupmi.org for students ages 3 through 5 years of age. Families can reach out to the Educational Center at 989-224-6831 for students' birth through 25 who may need intervention or special education services for guidance.

Although the standard reporting requirements and data based assumptions addressed within this AER are not a great fit to a school that is focused on providing educational opportunity for students with low incidence disabilities, CCRESA takes its commitment seriously in planning for and providing high quality services for evidence based outcomes. We remain focused on accomplishing this task by exceeding the minimum requirements of AER reporting. We continue to partner with Michigan MTSS Technical Assistance Center for standards based implementation of MTSS, and continue to implement curricula that are research supported, and work toward systematic implementation of schoolwide positive behavior intervention and supports, in line with State recommendations that are aligned with nationally recognized best practices.

Educationally yours,

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