



CLINTON COUNTY RESA

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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 2022-23 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 [Mi School Data](#), or you may review a copy in the main office at your child's school.

For the 2023-24 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 2022-23. 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 2022-23. 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 2022-23. 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 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 science for grades 5, 8, 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.

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.

Accountability: 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 you can identify how well the school and district are serving the overall academic needs of students. More information is available at [MDE Accountability](#).

NAEP Report: 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: 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 ten 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 – If there is a subgroup that has less than ten students, you will see a label of <10 in place of the data.

Sec. 1003 School Improvement Funds: Identifies schools implementing comprehensive support and improvement (CSI), targeted support and improvement (TSI) or additional targeted support (ATS) plans. Here you will find a list of all schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds. Under Section 1003 of the Every Student Succeeds Act, districts with schools identified for school improvement, corrective action and restructuring under Section 1116 of Title I, Part A may be awarded supplemental funds to support efforts and initiatives aimed at raising student academic achievement.

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 uses 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.

Three years ago the Educational Center began the transition to using the [MICIP](#) (Michigan Integrated Continuous Improvement Process) School Improvement platform. Using information from data collected and the school wide initiative, Positive Behavior Interventions and Supports, the team continues to implement the following goal for the 2022-23 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 this school improvement goal 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/c4l/>. Information regarding Michigan's alternate content standards covered in the Essential Elements can be found at the following link: <https://www.michigan.gov/mde/services/student-assessment/mi-access/training/essential-elements-with-michigan-range-of-complexity>

The Educational Center had 70% of students represented by parents at parent-teacher conferences for the 2022-23 school year. Parents are encouraged to participate in parent-teacher conferences annually in-person with options of a ZOOM meeting or phone call for increased participation. These meetings allow for staff to report and collaborate with families 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 work with [Michigan MiMTSS 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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