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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 2017-18 educational progress for the Educational Center 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. Please contact Lance Siegwald at 989-224-6831 for help if you need assistance.

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 are 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.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2GmGVEG> 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. The report helps users to understand achievement performance within grades and schools, and to make comparisons to district, state, and national achievement benchmarks.

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.

Accountability – Detail Data and Status

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.

Teacher 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. For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no status label is given.

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. For your information though, we are required to provide you with information as to how the State categorizes schools for these labels.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Although the required aggregate data used for reporting results is not useful in pointing to a direction for school improvement, center-based programs in Clinton County use a data based approach to focus on improving programs that obtain better educational outcomes for students. In particular, full implementation of an accessible, research-based curriculum that addresses the needs of most students with significant intellectual disabilities was initiated this year. This continues to be an area of development for best fit to our population of students. This year also saw the beginning 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.

In the course of the past 2 school years, 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

The Educational Center is addressing these school improvement goals as part of the process of implementing a Multi-Tiered System of Supports (MTSS) and actively partners with MiBLSi. In this past year, 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 curriculum can be accessed in the school office or at the following link: <https://www.n2y.com/>. 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

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 seriously its commitment to 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 make substantial progress toward ISD accreditation through AdvancED, partner with MiBLSi for standards based implementation of MTSS, are in process of implementing curricula that are research supported, and work toward systematic implementation of school-wide positive behavior intervention and supports in line with State recommendations that are aligned with nationally recognized best practices.

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