



Preparing today's students
for tomorrow's world.

January 15, 2019`

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for the Monroe County 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 our building administration for assistance.

The AER is available for you to review electronically by visiting the following web site

<https://www.mischooldata.org/AER2019/CombinedReport2.aspx> or you may review a copy in the main office.

For the 2018-19 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. 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 label is given.

Our school report shows the following results:

School Name Monroe County Educational Center	Status Label NA	Key Initiative to Accelerate Achievement Student identified goals based on assessment identified needs and intervention based on student identified goals
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When reviewing the AER, it is important to note that 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 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 – Detail Data and Status

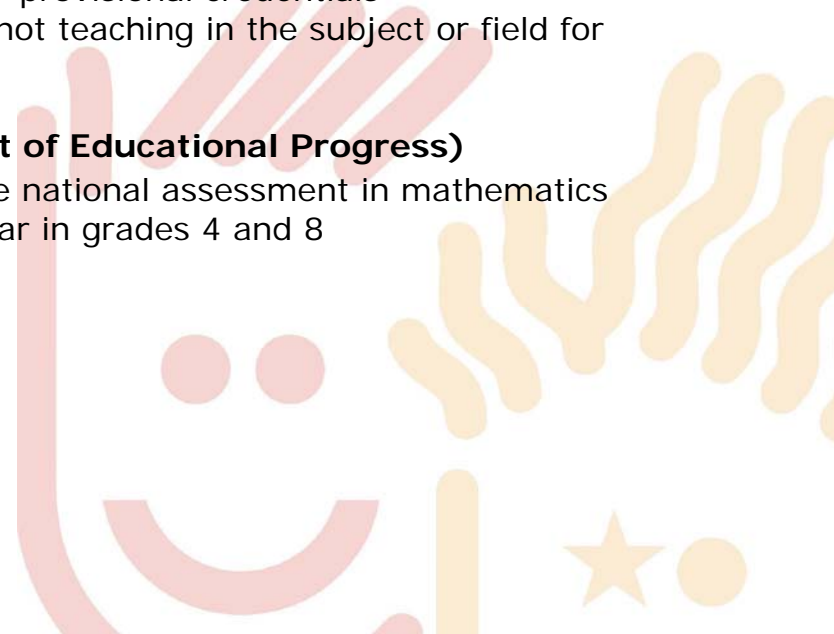
The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

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
- Review the table below listing our schools. 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.

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

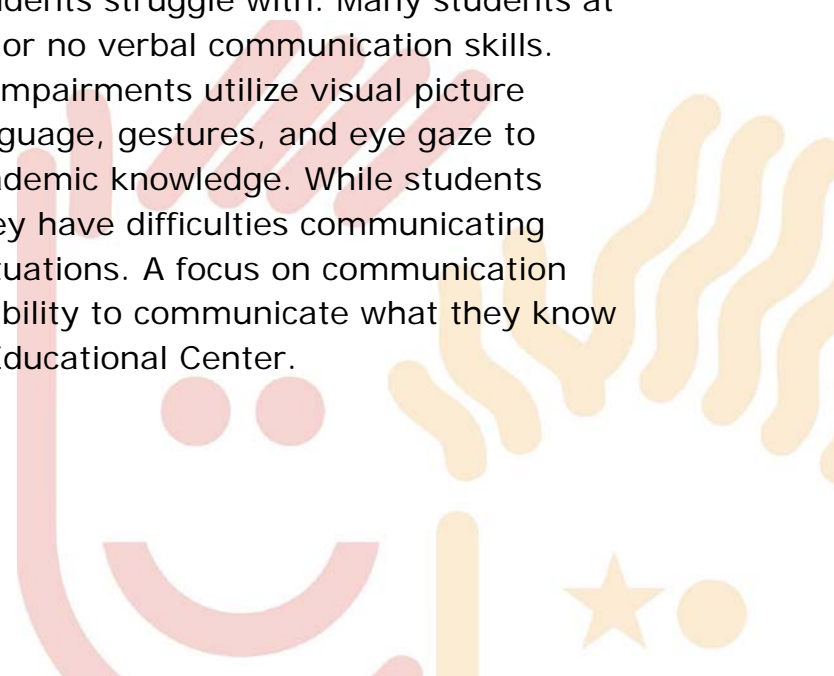
TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

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.

In addition to this information in the report it is also important to note other factors that impact student growth and achievement. These areas include:

Key Challenge:

A key challenge for our school is overcoming the limitations in communication that many of our students struggle with. Many students at the Educational Center have limited or no verbal communication skills. Students who have communication impairments utilize visual picture cards, assistive technology, sign language, gestures, and eye gaze to communicate wants, needs, and academic knowledge. While students may fully comprehend a subject, they have difficulties communicating learned knowledge during testing situations. A focus on communication and continuing to improve student ability to communicate what they know is a central part of our work at the Educational Center.



Description and Placement:

The Monroe County Educational Center serves 134 students with moderate to severe cognitive impairments, severe multiple impairments, and Autism Spectrum Disorder. There is a team of 44 classroom staff and 18 ancillary, administrative, and secretarial staff members that support the educational needs of the students. The Educational Center is located in Monroe, MI. Students enrolled at the Educational Center come from all nine local school districts within Monroe County. Enrollment at the Monroe County Educational Center is determined by IEP team decision. The team must determine that the student requires the supports and services of a center-based school in order to access a Free and Appropriate Public Education (FAPE).

Educational Center curriculum:

The Monroe County Educational Center uses the Essential Elements for the State of Michigan as the guiding framework for instruction. The school use pacing guides with monthly claims and targets as the scope and sequence for the teaching of essential elements to ensure all students have access to the grade level state standards at their instructional level.

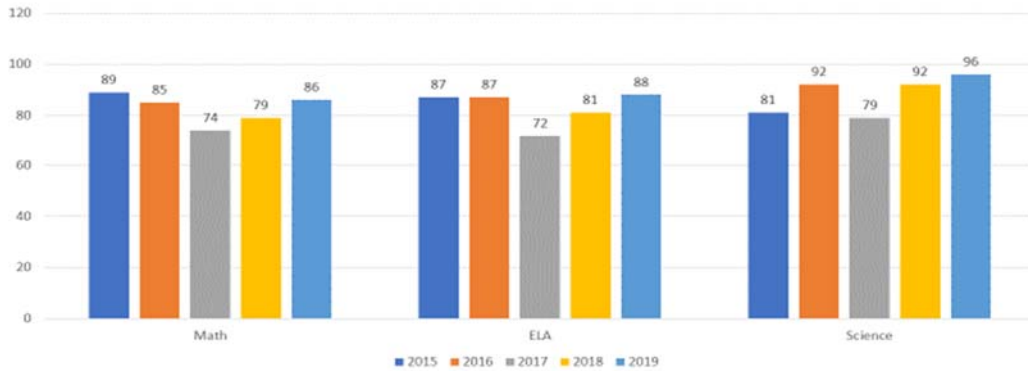
School Improvement:

The primary focus of the Educational Center's School Improvement Plan is to support academic growth for our students in the areas of ELA and Math. Student growth for the school improvement goals is measured by an annual administration of the Educational Center Student Assessment Kit. This assessment is aligned with Michigan's state standards, known as the Essential Elements, and is used to measure growth and predict student achievement on the MI-Access assessment.



The number of students proficient on the Mi-Access Assessment during the 2018-2019 School Year are as follows:

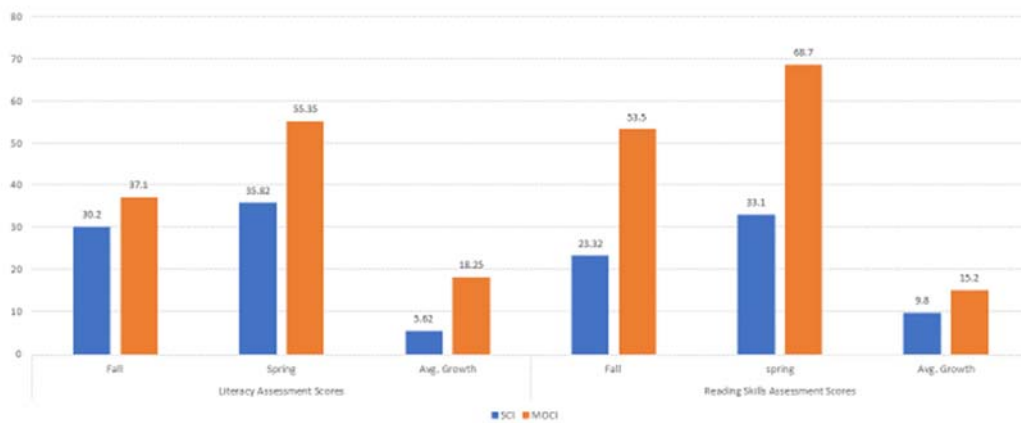
Monroe County Educational Center % of Students Attaining or Surpassing Expectations on MI Access Assessment



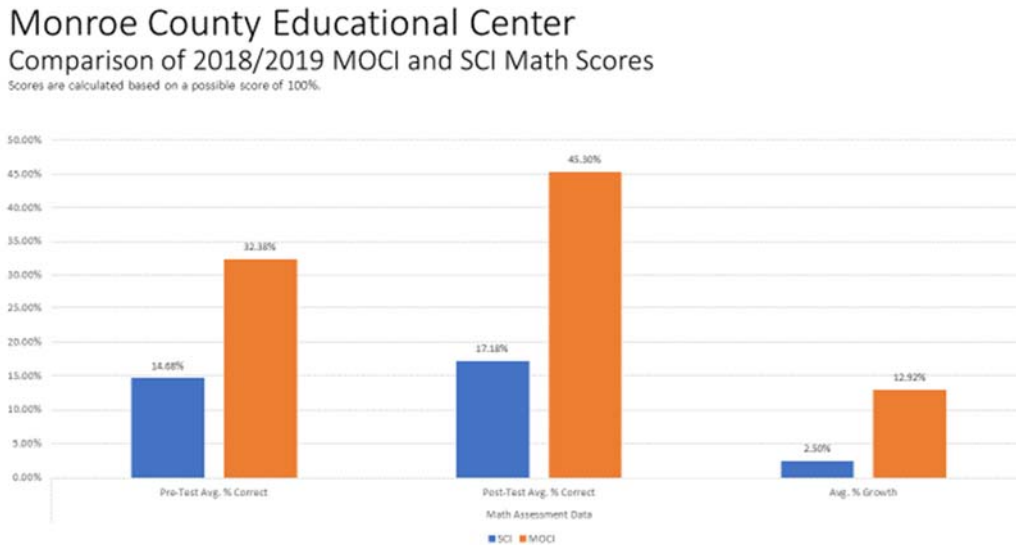
Comparison of student growth for MOCI and SCI programs in English/Language Arts during the 2018-2019 school year.

Monroe County Educational Center Comparison of 2018/2019 MOCI and SCI ELA Scores

Scores are calculated based on a possible score of 100%.



Comparison of student growth for MOCI and SCI programs in Mathematics during the 2018-2019 school year.



Based on the data, targeted areas for improvement are increasing scores in both mathematics and ELA.

School Improvement Goals for the 2019/2020 school year are as follows:

By May 2020, the average score on the monthly math post test will increase by at least 5% for students in the SCI program, as measured by the Educational Center Student Assessment Kit.

By May 2020, the average score on the monthly math post test will increase by at least 10% for students in the MOCI program, as measured by the Educational Center Student Assessment Kit.

By May 2020, the average score on the ELA Literacy Assessment will increase by at least 5% and the average score for the Reading Skills Assessment will increase by at least 7.5% for students in the SCI program, as measured by the Educational Center Student Assessment Kit.

By May 2020, the average score on the the ELA Literacy Assessment will increase by at least 15% and the average score for the Reading Skills Assessment will increase by at least 15% for students in the MOCI program, as measured by the Educational Center Student Assessment Kit.

Representation at Family Events and Conferences:

As previously mentioned, one of the points of pride at the Educational Center is our family engagement. The Educational Center had 125 students enrolled during the 2018-2019 school year. The following is a breakdown of the number of students who had one or more family members attend an event:

Annual Open House: 27

Annual IEP meeting: 179

Annual Holiday Family Event (December): 19

Annual Holiday Family Event (March): 10

Annual Family Event (April): 47

Annual Family Event (June): 21

Post-Secondary Transition Program Enrollment:

The Monroe County Educational Center also works in partnership with the Transition Center. During the 2018-2019 School Year there were 77 students enrolled at the Monroe County Transition Center.

We are proud of all the hard work of our students, staff and families. The students at the Monroe County Educational Center have demonstrated strong performances on the annual MI-Access assessment and our school's annual assessment. Additionally, students demonstrate the ability to transfer this academic knowledge to functional skills such as daily living skills, community-based

The students and staff at the Monroe County Educational Center look forward to continuous improvement and student growth in the upcoming school year.

Sincerely,

William Hite, Principal

Sarah Yu, Assistant Principal

