



## School Annual Education Report (AER) Cover Letter

July 16, 2012

Dear Parents and Community Members:

The Annual Education Report (AER) provides key information on the 2011-2012 educational progress for the Midland County Educational Service Agency, (MCESA). The AER addresses the complex reporting information required by federal and some requirements of state laws. The report contains information about Student Assessment, Adequate Yearly Progress (AYP), and teacher quality.

A paper copy is also available in the Office of Special Education located at 3917 Jefferson Avenue, Midland. If you have any question about the AER, please contact Michelle Bahr, Director of Special Education, for assistance.

Due to the nature and severity of the disabilities manifested by our low incidence student population, MCESA did not make overall AYP for the 2011-2012 school year, because:

- The state assessment target requires 95% of the student population to be assessed annually. Only 84.9% of our eligible students were assessed.
- Of the students eligible to participate in the annual assessment cycle, 84.8% were assessed in ELA and 87% were assessed in Mathematics.
- Proficiency targets for ELA were not met.
- Proficiency targets for Mathematics were not met.

We are committed to providing quality educational programs and services and to ensuring that each of our students continues to learn and achieve their goals.

As you review the report, keep in mind that:

- AYP is based on aggregated performance results generated from the MEAP, MME, and MI-Access assessment programs. MI-Access has the following three distinct assessment levels: Functional Independence, Supported Independence, and Participation. Based on IEP team recommendations, the majority of our students are assessed using the various levels of MI-Access.
- Performance results are further disaggregated by subgroup which includes category of disability, socio-economic levels, and minority status. Our results reflect the performance of the county low incidence student population. Because of the size of our student enrollment, data is masked and cannot be further disaggregated due to privacy and confidentiality reasons.
- MCESA is not a Shared Educational Entity. Consequently, as a service agency, the scores from the assessments generated on our students remain with us and are not reported, nor are they included in the local district's calculation for AYP. As a result, because we provide educational programming to the most severely impacted subgroup of the student population, MCESA will not make AYP.
- State assessments are frequently reviewed by the program administrators and the cut-off scores are susceptible to changes which impact the proficiency range on these assessments. Additionally, subgroup proficiency requirement and graduation rates of our students need to be taken into account as well. Students enrolled in our programs are eligible for services through age 26.

We believe student learning can be measured in many ways and the state assessments are only one of those measures.

We encourage and welcome on-going parental support and involvement in the education of our students. Parents can be involved by attending parent-teacher conferences, attending and participating in IEP meetings, and serving on various school committees.

State law requires that we also report additional information.

1. Enrollment Process:

Midland County Educational Service Agency provides educational services and center based programs to students with identified low-incidence special education needs based on the recommendations of the IEP team. MCESA does not enroll students independent of local district involvement.

2. Status of School Improvement Plan:

MCESA is in the process of reviewing and updating the School Improvement Plan developed last year which retrained the following goals:

- a) Goal # 1:  
Behavior: Students will increase their ability to respond positively to their learning opportunities.
- b) Goal # 2:  
Progress in ELA: Students will increase their proficiency in the area of English Language Arts.
- c) Goal # 3:  
Progress in Mathematics: Students will increase their proficiency in the area of Mathematics.

The goals are aligned to the curriculum and support our Mission, Vision, and Beliefs:

**Mission Statement:**

We will provide quality, evidence based practices for niche populations of students in order to maximize the potential of every student to lead a full and productive life. We will exercise fiscal responsibility through the consolidation of resources and county-wide collaboration.

**Vision Statement:**

Provide leadership, deliver services, and leverage resources to improve the education of students in collaboration with constituent districts, schools, and the community at large.

**Beliefs Statement:**

In pursuit of our vision and implementation of our mission, we will conduct ourselves with integrity and professionalism. We will hold ourselves to high standards as we help every student reach their potential. We will treat every child with respect and ensure their dignity, while maintaining a life-span perspective.

3. Description of MCESA Services and Programs:

MCESA serves students referred by constituent districts and community agencies who are eligible to receive services. Students who attend programs operated by MCESA range in age from birth to 26 years old. The above programs are provided in the following configuration:

- Children referred from community agencies who are between the age of birth and 3 years, and are determined eligible, receive Early-On Services in their natural environment before transitioning to our Early Childhood Special Education Programs (ECSE) or Early Intervening Services (EIS).
- MCESA operates ECSE programs for students with Early Childhood Developmental Delays (ECDD). Some of our ECDD classrooms are located in Sugnet while others are operated from local district buildings. The Sugnet School building houses both our ECSE programs and our administrative and support offices. The educational wing contains classrooms, gymnasium, therapy areas, and meeting space.
- MCESA operated programs for students with Moderate Cognitive Impairment, Severe Cognitive Impairment, Severe and Multiple Impairment, and Autism Spectrum Disorder. These programs are located in constituent districts.
- MCESA operates a center based program for students with Severe Emotional Impairment in a segregated facility (Hillside School).
- MCESA also operates post-secondary programs for students with Moderate Cognitive Impairment between ages 22 to 26 years. Due to space limitations and the nature of the transitional needs presented by this group of students, the post-secondary programs are operated from two locations within the community, Midland Towne Center and from the campus of Northwood University.

#### 4. Core Curriculum:

MCESA is committed to providing appropriate educational programs to our students that promotes optimal levels of educational and functional development and independence in each of our students. Our curriculum is highly differentiated to meet the various educational needs and learning styles of our students with a focus on personal care, health and safety, leisure activities, independent living skills, social interactions, vocational skill development, communication, access to community based resources, mobility within the community, time management, and employment skills. Specific student needs are customized based on the recommendations of the IEP team.

MCESA has adopted the following curricula:

- Creative Curriculum: A developmentally appropriate curriculum for children aged birth to 6 years that takes into account the skill sets children need to develop and learn, the scope and sequence of developmental stages, and

the learning environment. The curriculum emphasizes caring, literacy, and parental partnerships. This program is used with all Midland County Head Start, Great Start Readiness, and ECSE programs.

- **Unique Curriculum:** A standards-based curriculum specifically designed for students with disabilities. This curriculum can be highly differentiated to meet the unique needs of the learners by embedding lesson plans and classroom learning activities. This curriculum is used in our programs for students with Moderate and Severe Cognitive Impairments, Severe and Multiple Impairments, Autism Spectrum Disorder, and Severely Emotionally Impaired.
- **PLATO:** PLATO is an online curriculum delivered electronically to our higher functioning students and as a supplement to the traditional curriculum and as enrichment for students placed in our programs.
- **Common Core Standards:** The College and Career Ready Common Core State Standards (CCR-CCSS) adopted by the Michigan Department of Education (MDE) and the Michigan Board of Education were also adopted by MCESA. We held professional development activities to support staff awareness and implementation. The CCR-CCSS for grades Kindergarten through twelfth grades in the ELA and Mathematics content areas. The CCR-CCSS are adapted to meet unique learning needs and supplemented by the above curricula as appropriate. The CCC-CCSS can be found for review at the following MDE website: [http://www.michigan.gov/mde/0,1607,7-140-6530\\_30334\\_51042-232021--,00.html](http://www.michigan.gov/mde/0,1607,7-140-6530_30334_51042-232021--,00.html)

#### 5. Student Assessment Data:

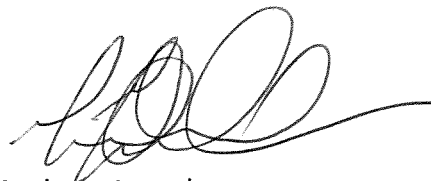
We were not able to disaggregate our data for subgroup performance since fewer than 10 students participated in the various assessments at the specified grade levels. As a result, our AYP report summarizing our data was not included.

This concludes our analysis of our performance for this reporting requirement. We thank you for the opportunity to serve your child and look forward to working with you in the future as we continue to make educational progress.

Respectfully Submitted,



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