

School Annual Education Report (AER) Cover Letter

January 15, 2024

Dear Parents and Community Members:

The Annual Education Report (AER) is a report which provides key information on the 2022-23 educational progress for most Michigan schools based on data that is collected by the state. Northwest Education Services Transition Campus is a program focused on transition skills development that serves mostly students who are beyond the age of state testing. Because Northwest Education Services Transition Campus did not have any students participate in state testing last year, an AER was not generated. If you have any questions about the AER, please contact John Breithaupt for assistance.

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 2021-22. 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 2021-22. 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.

Due to the nature of the disabilities of our students and the limited number of students taking state assessments, there is little assessment data available in the AER reports. When fewer than 10 students take an assessment, the state does not report the "percentage of student proficient", and few conclusions can be drawn regarding student achievement. During the 2022-2023 school year, no students took state assessments. Key initiatives that the school is undertaking to accelerate student success include a full school focus on Positive Behavior Interventions and Supports, CORE vocabulary and PODD communication training, MOVE training and implementation, Active Learning model implementation and training, school-wide focus on SEL including training and implementation of Zones of Regulation, Mood Meter, CIRCLE, Elevatus Sexuality Education, Run-Hide-Fight (School Safety) training for staff, increasing parent understanding of the curriculum and trauma informed practices. We continue to collaborate with outside agencies that will support our students following public education.

State law requires that we also report additional information on the previous 2 years. This information follows:

- Transition Campus (Life Skills Center/ACE) includes 20 classrooms in 2 locations, all are considered one program, and primarily serve students 18-26 years of age who are eligible for special education under the mild, moderate, severe cognitively impaired, severely multiply impaired, emotionally impaired, otherwise health impaired, and/or autism spectrum disorder. Students are placed in the program per IEP team recommendation. Each classroom consists of 1 classroom special education teacher and 2-4 teacher assistants based on student needs. Class sizes range from 3-15 students depending on student needs and State of Michigan (MARSE) program requirements. Physical, Occupational, and Speech Therapy, as well as, school social work and psychology services, nursing and specialized services for students with hearing and visual impairments are available based on student need and IEP determination. All classrooms maximize community based and experiential learning opportunities to teach within a transition-based curriculum focused on independent living, community engagement, employment and career development, and personal/social development.
- Our district school improvement plan currently consists of goals related to polishing our strong system for data-based decision making that will lead to student growth for all students. As part of this work, teachers are involved in professional learning communities that address assessments being implemented in our program, as well as evaluating curriculum implementation, and instructional practice. They participate in data review meetings two times a year where student data related to their transition assessment is reviewed and action plans are developed as needed based on individual student needs. Additionally, we are beginning our work to ensure and communicate rigorous instruction in our center-based program. This work is beginning with teachers planning newsletters/instructional outlines for families related to our curriculum, as well as hosting a family night where families can learn more about our instruction and curriculum.
- Teachers use curricular materials that allow students to access instruction related to the transition domains (Employment, Community Participation, Independent Living Skills, Recreation and Leisure, and Social Emotional Learning). Programming for each student focuses on these areas to maximize their independence when they exit the program through meeting their post-secondary vision goals or has aged out of special education at age 26 years. Modifications are noted in each student's IEP. For additional information, contact Leigh Kennedy at lkennedy@northwested.org.

- Students enrolled at Transition Campus do not take any local competency tests or nationally normed achievement tests.
- Approximately 95% of parents/guardians and students participate in annual IEP team meetings. Additionally, student progress is reviewed at a minimum monthly with IEP team members to discuss individual educational needs. Parents are welcome to participate in these meetings.

All programs and services offered at Life Skills Center/Transition Campus include embedded tier one supports available to all students:

- Personal Care
 - Ambulation
 - Dressing
 - Bathing
 - eating/Feeding
 - Grooming
 - Maintaining Continence
 - Toileting
 - Meal preparation
 - Mobility/positioning
 - Personal Hygiene
 - Respiratory assistance
 - Skin Care
 - Transferring
- Collaborative access with related service providers offered weekly
 - Behavior/SEL
 - School Wide PBIS system (SOAR)
 - Redirection and intervention for Behavior
 - Consultative behavior supports through data review, BIP review, and Bus plan reviews
 - CPI/CPR training for all staff
 - Communication: Tier one strategies, low tech communication systems,
 - Sensory: Tier one strategies, tool box, visual supports, accommodations and supports for CVI
 - Assistive Technology, Chromebooks, ipads
- Instructional Practices:
 - Prompting Hierarchy
 - Visual/Gestural

- Verbal/Auditory
- Modeling
- Physical
- ASD supports
 - Schedule
 - Shaping card
 - Task analysis
 - Break card
 - Pre-teaching
 - Visual and auditory prompts
 - First/Then
 - Social Stories/Scripts
 - Choices
 - Work Systems
 - Video Modeling
- Monthly caseload support

Thank you for taking the time to review the Transition Campus and Life Skills Center AER. We are proud of the progress that students are making and are fortunate to have committed staff who are consistently implementing interventions and bringing about new initiatives to meet the needs of our students.

Sincerely,

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