



GENESEE INTERMEDIATE SCHOOL DISTRICT

LEADERSHIP ♦ SERVICE ♦ INNOVATION *Partnering for success!*

2413 West Maple Avenue, Flint, Michigan 48507-3493
(810) 591-4400 Fax (810) 591-7570
www.geneseeisd.org

April 2, 2019

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 Early Childhood Programs and Services (ECPS). 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 me for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2uKQYN3> or you may review a copy in the main office at your child's school.

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 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.

Our school has not been given one of these labels.

Key initiatives taken this school year include:

1. Adoption of a new curriculum program that addresses the Common Core Essential Elements across all grades and academic areas.

Jerry G. Ragsdale, President ♦ Lawrence P. Ford, Vice President ♦ Cindy A. Gansen, Secretary ♦ Richard E. Hill, Treasurer ♦ Dr. Paul D. Newman, Trustee



Dr. Lisa A. Hagel, Superintendent ♦ Dr. Keely P. Mounger, Deputy Superintendent ♦ Dr. Steven W. Tunnicliff, Associate Superintendent
Mary K. Behm, Assistant Superintendent ♦ Cynthia A. McCain, Assistant Superintendent ♦ Cherie A. Wager, Assistant Superintendent ♦ Luke R. Wittum, Assistant Superintendent
Jeffrey D. Adams, Executive Director ♦ Denise M. Belt, Executive Director ♦ Tricia L. Hill, Executive Director

2. Implementation of additional reading opportunities for students and home reading programs for families.

State law requires that we also report additional information.

1. Students are assigned to programs according to special education eligibility needs, age, and Individualized Education Program (IEP) team decisions.
2. The school improvement plan is in year one of a three-year cycle. All goals have made sufficient progress to obtain the goal by the end of the cycle.
3. Special Education Services Center – South houses the Early Childhood Special Education preschool classrooms for children ages three to five, Autism Spectrum Disorder classrooms for children ages three to seven, and Moderate Cognitively Impaired classrooms for children five to eight. We also provide programming and support for a Project Choice classroom in Kearsley (early childhood special education preschool).
4. The Michigan State Standards are the basis for the curriculum used by the staff to teach all of our students. The Common Core Essential Elements focus on student learning to create comparable expectations for students with significant cognitive disabilities. A copy of the Standards is available on the Michigan Department of Education Website.
Special Education Services – South does not administer a nationally normed achievement assessment. Assessment data is individualized to meet the functional level of each student, therefore aggregate student achievement data is not available.
5. Special Education Services Center - South is fortunate to have parent involvement. Parent involvement includes volunteering in the classrooms, participating in IEP meetings, or participating in school events and projects. 96% of parents participated in the 2017-18 school year.

The administrative and professional staff at Special Education Services Center - South would like to express our sincere gratitude to you for continuing to be an active participant in your child's education. Together, we will continue to provide high quality programs and services to all children.

Sincerely,

Carrie Pope, Principal
Early Childhood Programs and Services