



February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for Washtenaw Intermediate School District and our programs. 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 Cherie Vannatter, Interim Deputy Superintendent, for help if you need assistance.

The Washtenaw ISD AER is available for you to review electronically on [MI School Data](#) or you may review a copy in the main office at your child's school. Each program 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.

Educator 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

Washtenaw ISD is committed to educating all students, with the principles of equity, inclusion, and social justice as our compass. Our experienced staff of educators work diligently to ensure that students have a meaningful and productive educational experience. Please contact our staff with questions or concerns.

Sincerely,

A handwritten signature in black ink that reads "Naomi Norman".

Naomi Norman
Superintendent

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Washtenaw Intermediate School District. 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 Cherie Vannatter, Interim Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting [MI School Data](#) or you may review a copy in the main office at your child's school.

For the 2021-22 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%. *None of the Washtenaw Intermediate School District's schools or programs are identified with any of these labels.*

State law requires that we also report additional information:

- Process for assigning pupils to the school.
- The status of the 3-5 year school improvement plan.
- A brief description of each specialized school.
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model.
- The aggregate student achievement results for any local competency tests or nationally normed achievement tests.
- Identify the number and percent of students represented by parents at parent-teacher conferences.

Our dedicated special education staff is committed to exploring and implementing new initiatives that enhance the educational experience of our students. If you have any concerns or questions, please contact me.

Sincerely,



Cherie Vannatter
Interim Deputy Superintendent

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Washtenaw Intermediate School District's High Point School. 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 Cherie Vannatter, Interim Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting [MI School Data](#) or you may review a copy in the main office at High Point school.

For the 2020-21 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%. *High Point School is not identified with any of these labels.*

State law requires that we also report additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests or nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences

We appreciate the consistent support of parents, staff, and our community. We hope you find our Annual Education Report helpful. We remind you that this report only shows a glimpse of what we do at High Point School. To see a complete picture, we invite you to come and visit our program.

Sincerely,



Jennifer Parrelly

Supervisor, High Point School, Eberwhite and Milan Local Based Programs

jparrelly@washtenawisd.org

(734) 994-8100 x1610

Welcome!

High Point School, located at 1735 S. Wagner Road in Ann Arbor, is a public school operated by Washtenaw Intermediate School District (WISD) to meet the special needs of students with disabilities from ages 3 through 26. Our students are residents in one of Washtenaw County's nine public school districts. We are funded with state and county money and federal grants.

The Students We Serve

High Point offers programming for students with cognitive and multiple impairments. High Point also offers the following services: occupational therapy; speech pathology; physical therapy, school psychologist; social work; music therapy; art; adaptive aquatics; staff consultants with medical specialist; and various consultants.

To be enrolled in a High Point program, a student must be:

1. A resident of one of the following Washtenaw County public school districts: Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, or Ypsilanti
2. Referred by local school personnel
3. Evaluated by a team of professionals from High Point and the local school district. Evaluations may include observations, a classroom/teacher assessment, a psychological evaluation, and may include an occupational and physical therapy assessment and a speech and language assessment.

If, after evaluations, the student is determined to be eligible for a High Point program, placement is based on ability, social maturity, age, and physical development. Placement is made by the Individualized Education Planning Team (IEPT).

Improvement Comes Through Working Together

School Improvement Plan

High Point is engaged in school improvement through its Michigan Integrated Continuous Improvement Process (MICIP) and its accreditation process through AdvancED. The AdvancED team conducted a thorough review of all WISD functions. The External Review Team gave WISD the highest rating of "Accredited." Both tools are designed to improve outcomes (academic, social, physical, etc.) for all students in the school. Components of the school improvement plan are detailed in this report.

Mission

Washtenaw Intermediate School District's High Point School is a community that views all students and staff as learners and a place where students are valued and understood for who they are and how they learn. While serving the educational needs of each child, High Point intentionally builds bridges that create and enhance a teaching and learning environment that nurtures positive and meaningful interactions, friendships, and growth among diverse populations and the will to impact the future lives of all students.

Curriculum

High Point offers student-centered programming:

- Helping students develop greater independence in self-care skills, communication, domestic or household activities, pre-vocational



tasks, personal and social integration to promote independent living in the community

- Teaching students' functional academics, communication, and sensory-motor development
- Educating parents and the community regarding the needs and abilities of students with disabilities
- Utilizing Essential Elements with Michigan Range of Complexity
- Incorporating Movement Opportunities Via Education (MOVE)
- Utilizing Unique Learning Systems

Staff Development

High Point staff have several avenues for continued learning, including college and university degree programs, professional conferences, workshops and staff development training offered through WISD.

Building-Level Decisions

High Point staff works with its school improvement team to make building-level decisions.

Specialized Schools

High Point School is the specialized school for the county that supports the local districts and local-based programs when needed.

Input from Stakeholders

High Point receives input from:

- WISD administrators through administrative team meetings
 - Local district Special Education Directors through administrative team meetings
 - Teachers and other school employees through regular staff meetings
 - Pupils, parents, and other residents through the WISD Parent Staff Organization (PSO)
- High Point also receives input from these groups the formal school improvement process.

Evaluation Processes

The staff at High Point are always looking for ways to improve the educational programs for students. This is formalized in the IEPT process as individual student programs are reviewed and evaluated. The overall school program is evaluated through the School Improvement AdvancED accreditation process.

Achievement Data

High Point students take the state alternative MI-ACCESS assessment. Results are shown in the content of this report. In addition, High Point students are evaluated quarterly on a one-to-one basis using their IEP and progress reports as a measurement tool. Goals are set at the annual IEPT meetings by parents and staff.

Retention/Drop Out Rate

High Point students do not graduate but rather receive a certificate of completion by age 26. They complete their program by reaching the maximum age of 26 or by exiting earlier, depending on their individual needs and abilities. There were no drop-outs in the 2020-21 school year.





Accreditation

High Point school, as part of WISD, was accredited through AdvancED in 2013. High Point School also continues to operate under the countywide special education plan, developed by a committee composed of representatives from the Parent Advisory Committee, special educators and special education administrators.

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the student's progress on a regular basis. At High Point, there are many opportunities for this contact, including annual IEP Team meetings. During 2020-21, approximately 90% of High Point parents and/or guardians attended an IEP. Parents are also encouraged to be part of their child's education through school programs, the school improvement planning team, and the WISD PSO.

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Washtenaw Intermediate School District's Local-Based Programs. 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 Cherie Vannatter, Interim Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting [MI School Data](#) or you may review a copy from the office.

For the 2020-21 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%. *Washtenaw Intermediate School District's Local-Based Programs are not identified with any of these labels.*

State law requires that we also report additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests or nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences

We appreciate the consistent support of parents, staff and our community. We hope you find our Annual Education Report helpful. We remind that this report shows only a glimpse of what we do in our Local-Based Programs. To get the complete picture, we invite you to schedule a visit to our programs.

Sincerely,



Jennifer Parrelly

Supervisor, High Point School, Eberwhite and Milan Local Based Programs

jparrelly@washtenawisd.org

(734) 994-8100 x1610

Welcome!

Washtenaw Intermediate School District (WISD) provides programs for students with disabilities in Washtenaw County school districts through its Local-Based Programs (LBP). These classrooms in local school buildings serve students with disabilities from ages 5-20. Along with LBP, students are offered additional services related to their individual needs as determined through the individualized Education Plan (IEP) process, i.e., occupational therapy, physical therapy, speech pathology, school psychologist, social work, adaptive physical education, music therapy, art, adaptive aquatics, staff consultations with medical specialist, and various consultants.

Enrollment

If a family is interested in Local-Based Programs, their first contact should be with the local special education director. To be enrolled, a student must be:

1. A resident of one of the following Washtenaw County public school districts: Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, or Ypsilanti
2. Referred by local school personnel
3. Evaluated by a team of professionals from WISD and the local school district. Evaluations may include an observation classroom/teacher assessment, a psychological evaluation, and may include occupational and physical therapy assessments and speech and language evaluations.

If after testing, the student is determined to be eligible for LBP, placement is based on ability, social maturity, age, and physical development. Placement is made by the Individualized Education Planning Team (IEPT).

Improvement Comes Through Working Together



Local-Based Programs work in conjunction with High Point School in the areas of: School improvement, mission, curriculum, staff development, input from stakeholders, evaluation processes, specialized schools, achievement data, retention/dropout rate, accreditation, parent participation, and core curriculum

School Improvement Plan

Local-Based Programs are engaged in school improvement through the Michigan Integrated Continuous Improvement Process (MICIP) and the AdvancED accreditation process. Both are designed to improve outcomes (academic, social, physical) for all students in the school. Components of the school improvement plan are detailed in this report.

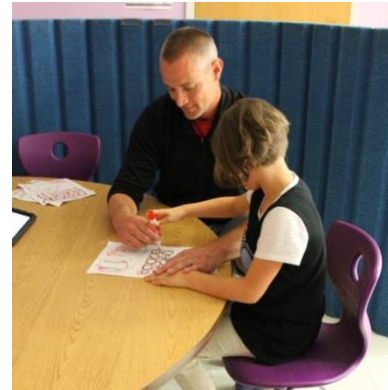
Curriculum

The program offers student-centered instruction that:

- Helps students develop greater independence in self-care and communication skills, household activities, pre-vocational tasks, personal and social integration to promote independent living in the community
- Teaches students functional academics, communication and sensory-motor development
- Educates parents and the community regarding the needs and abilities of students

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the student's programs. There are many opportunities for this contact, including annual IEP Team meetings. During 2020-21, approximately 90% of parents and/or guardians attended IEPs. Parents are also encouraged to be involved through school programs, the school improvement planning team, and the WISD Parent Staff Organization (PSO).



Core Curriculum

Students are assured access to the local core academic curriculum through the WISD's special education plan and the IEP Team process. The core academic curriculum is available in each student's Core Curriculum and the extended Grade Level Content Expectations designed to help students meet goals for life-long learning.

Achievement Data

Students take the state alternative MI-ACCESS assessment. Results are compiled in this report. In addition, LBP students are evaluated quarterly on a one-to-one basis using their annual IEP and progress reports as a measurement tool. Goals are set at the IEP Team meetings by parents and staff.

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Washtenaw Intermediate School District's Progress Park program. 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 Cherie Vannatter, Interim Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting [MI School Data](#) or you may review a copy in the main office at Progress Park.

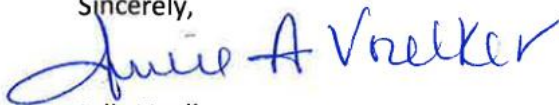
For the 2020-21 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that 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%. *Progress Park is not identified with any of these labels.*

State law requires that we also report additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests or nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences

We are thankful for the continued support of parents, staff, and our community, and hope you find this year's Annual Education Report helpful and informative. Our team is dedicated to ensuring students have robust educational experiences and opportunities. If you have any questions or concerns, please do not hesitate to contact me.

Sincerely,



Julie Voelker

Supervisor, Progress Park and the Academic/Behavioral County-Wide Support Team

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(734) 994-8100 x4703

Welcome!

Progress Park is part of the continuum of services provided to the local districts served by the Washtenaw Intermediate School District. We serve students with severe behavioral, emotional and/or mental health needs.

Enrollment

There is a formal referral process used by local districts, Progress Park, and the WISD when considering whether Progress Park is the appropriate placement/service for a student. Any initial referral must be the result of the IEP process wherein decisions were made to review the Least Restrictive Environment (LRE) considerations. The referral request must come from the student's local school district.



School Improvement Plan

Progress Park is engaged in school improvement through the Michigan Integrated Continuous Improvement Process (MICIP) and the AdvancED accreditation process. Both are designed to improve outcomes (academic, social, physical) for all students in the school. Components of the school improvement plan are detailed in this report.

Curriculum

Students are assured access to the local core academic curriculum through the WISD's special education plan and the IEP Team process. The core academic curriculum is available in each student's Core Curriculum and the extended Grade Level Content Expectations designed to help students meet goals for life-long learning.

Progress Park's low staff/student ratio, which includes classroom teachers, teaching assistants, and school social workers, allows our staff to work to analyze, plan for, implement and monitor behavior improvement plans to maximize student success. In addition, we provide school psychology and speech/occupational/physical therapies as appropriate and necessary, as well as regular, on-site contact with a consulting child psychiatrist. Students participate in art and physical education classes as scheduled throughout each week. A highly structured team approach is in place to address and support learning, emotional needs, behavioral management, and other issues as necessary and appropriate. Our approach is based upon the internationally accepted tenets of Positive Behavior Intervention Supports (PBIS), a set of beliefs and methods designed to protect student dignity, promote respect and document progress.

Achievement Data

Students take all required and appropriate state-wide, grade-level assessments (M-Step, Mi-Access, PSAT/SATR, WIDA) Results are compiled in this report. In addition, Progress Park students are evaluated quarterly on a one-to-one basis using their NWEA scores, annual IEP and progress reports as a measurement tool. Goals are set at the IEP Team meetings by parents and staff.

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the



Washtenaw ISD

A REGIONAL EDUCATIONAL SERVICE AGENCY

student's programs. There are many opportunities for this contact, including annual IEP Team meetings. During 2020-21, approximately 95% of parents and/or guardians attended IEPs. Parents are also encouraged to be involved through school programs, the school improvement planning team, and the WISD Parent Staff Organization (PSO).

February 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2021-22 educational progress for the Washtenaw Intermediate School District's Young Adult Programs. 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 Cherie Vannatter, Interim Deputy Superintendent, for assistance.

The AER is available for you to review electronically by visiting [MI School Data](#) or you may review a copy from the office.

For the 2020-21 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%. *Washtenaw Intermediate School District's Young Adult Programs are not identified with any of these labels.*

State law requires that we also report additional information:

- Process for assigning pupils to the school
- The status of the 3-5 year school improvement plan
- A brief description of each specialized school
- Identify how to access a copy of the core curriculum, a description of its implementation, and an explanation of the variances from the state's model
- The aggregate student achievement results for any local competency tests or nationally normed achievement tests
- Identify the number and percent of students represented by parents at parent-teacher conferences

We appreciate the consistent support of parents, staff and our community. We hope you find our Annual Education Report helpful. We remind that this report shows only a glimpse of what we do in our Young Adult Programs. To get the complete picture, we invite you to schedule a visit to our programs.

Sincerely,



Rebekah Ralls

Supervisor of Young Adult Services, Young Adult Project, Local-Based Programs, and Visually Impaired Services

bralls@washtenawisd.org

(734) 994-8100 x1545

Welcome!

Washtenaw Intermediate School District (WISD) provides programs for students with disabilities in Washtenaw County school districts through its Young Adult Program and Project. These community-based classrooms serve students with disabilities from ages 18-26. Students are offered services related to their individual needs as determined through the individualized Education Plan (IEP) process.

Enrollment

If a family is interested in WISD's Young Adult Program or Young Adult Project, their first contact should be with the local special education director. To be enrolled, a student must be:

1. A resident of one of the following Washtenaw County public school districts: Ann Arbor, Chelsea, Dexter, Lincoln, Manchester, Milan, Saline, Whitmore Lake, or Ypsilanti
2. Referred by local school district.
3. Evaluated by a team of professionals from WISD and the local school district. Evaluations may include an observation classroom/teacher assessment, a psychological evaluation, and may include occupational and physical therapy assessments and speech and language evaluations.

If the student is determined to be eligible for a Young Adult Program or Project, placement is based on ability, social maturity, age, and physical development. Placement is made by the Individualized Education Planning Team (IEPT).

Improvement Comes Through Working Together

School Improvement Plan

Young Adult Programs are engaged in school improvement through the Michigan Integrated Continuous Improvement Process (MICIP) and the AdvancED accreditation process. Both are designed to improve outcomes (academic, social, physical) for all students in the school. Components of the school improvement plan are detailed in this report.

Curriculum

The program offers student-centered instruction that:

- Helps students develop greater independence in self-care and communication skills, household activities, pre-vocational tasks, personal and social integration to promote independent living in the community
- Teaches students functional academics, communication and sensory-motor development
- Educates parents and the community regarding the needs and abilities of students

Parent Participation

One of the most important factors in a child's educational success is the involvement of parents or guardians. It is important for parents, teachers, and students to have regular contact and to discuss the student's programs. There are many opportunities for this contact, including annual IEP Team meetings. During 2020-21, approximately 99% of parents and/or guardians attended IEPs. Parents are also encouraged to be involved through school programs, the school improvement planning team, and the WISD Parent Staff Organization (PSO).

Core Curriculum

Students are assured access to the local core academic curriculum through the WISD's special education plan and the IEP Team process. The core academic curriculum is available in each student's Core



Curriculum and the extended Grade Level Content Expectations designed to help students meet goals for life-long learning.

Achievement Data

Results are compiled in this report. In addition, Young Adult students are evaluated quarterly on a one-to-one basis using their annual IEP and progress reports as a measurement tool. Goals are set at the IEP Team meetings by parents and staff.